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ABSTRACT

The kit is designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language training and organizing instructional programs. It is intended primarily as a resource library, with materials organized to ensure flexibility of use. It consists of eleven sections and a user's guide, and is accompanied by a CD-ROM (not included here) that contains the contents of the sections and additional supplementary materials. The sections include: "About This Resource Kit;" "The Role of the Language Coordinator;" "Teacher Supervision;" "Curriculum Development;" "Materials Development;" "Principles of Learning and Teaching;" "Ongoing Language Learning;" "Assessment;" "Pre-Service Training;" "Training of Trainers;" and "Picture Bank." (MSE)

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LANGUAGE
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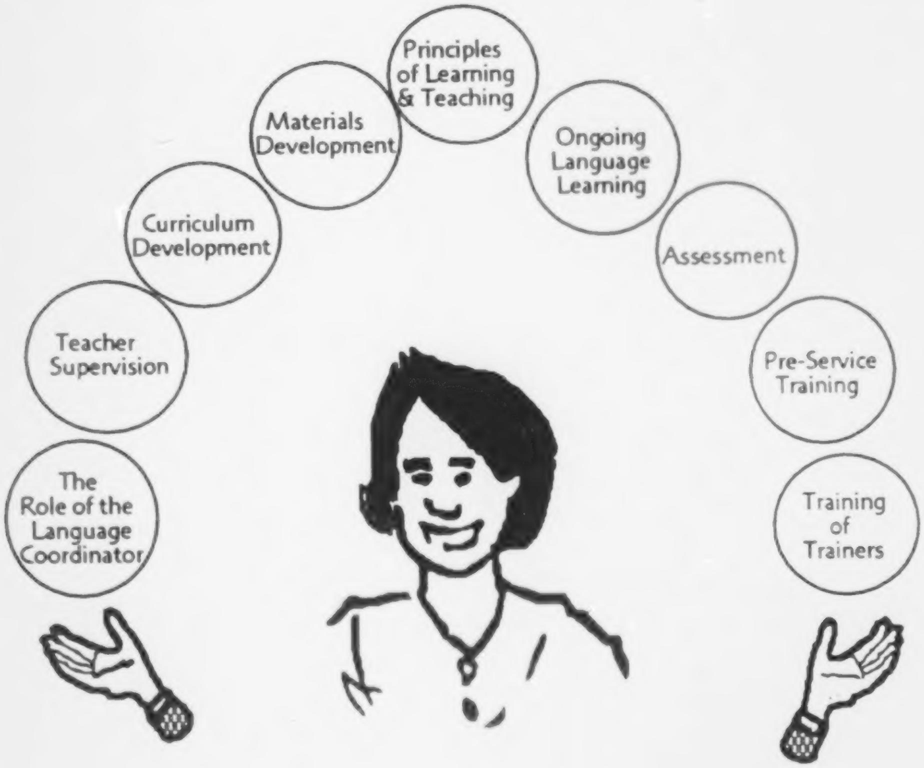
KIT

ABOUT THIS RESOURCE KIT


The Role of the Language Coordinator
Teacher Supervision
Curriculum Development
Materials Development
Principles of Learning & Teaching
Ongoing Language Learning
Assessment
Pre-Service Training
Training of Trainers

Peace Corps
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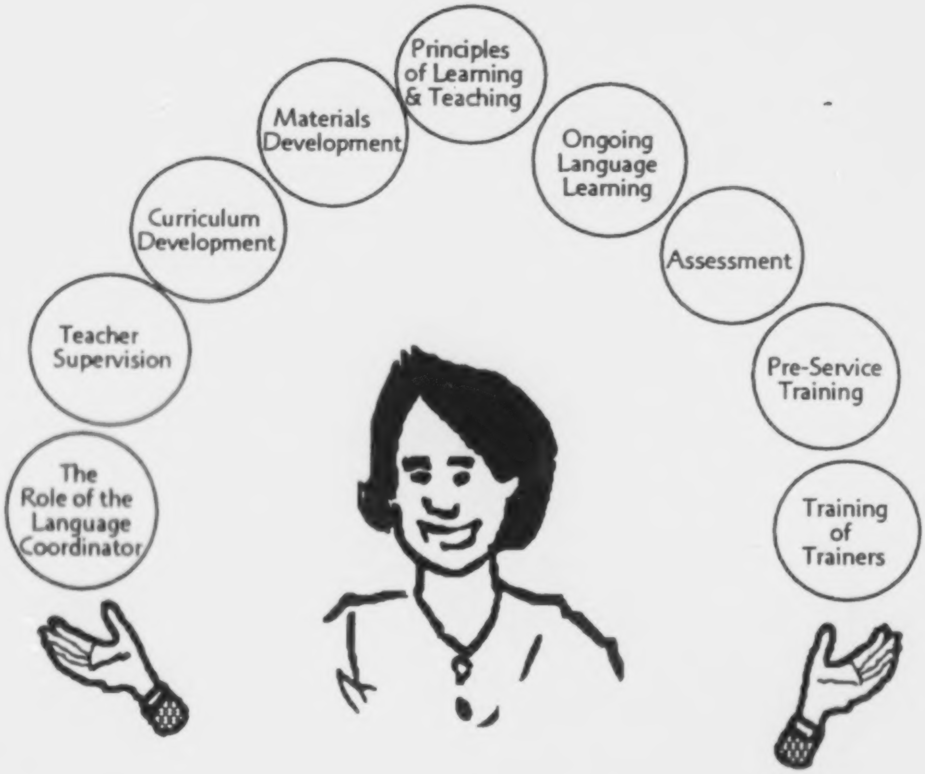
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INFORMATION COLLECTION AND EXCHANGE

Peace Corps' Information Collection and Exchange (ICE) makes available the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts to development organizations and workers who might find them useful. ICE collects and reviews training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps-generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

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Add your experience to the ICE Resource Center. Send your materials to us so that we can share them with other development workers. Your technical insights serve as the basis for the generation of ICE manuals, reprints, and training materials. They also ensure that ICE is providing the most up-to-date, innovative problem solving techniques and information available to you and your fellow development workers.

ACKNOWLEDGMENTS

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The Peace Corps also wishes to express its appreciation to the authors for permission to reprint the following: "The Language Learner's Proficiency Scale", © 1989 by Terry Marshall, from *The Whole World Guide to Language Learning*, published by Intercultural Press, Inc.; "Strategy Inventory for Language Learning", Version 5.1, © 1990 by Rebecca Oxford, from *Language Learning Strategies: What Every Teacher Should Know*, published by Heinle & Heinle Publishers.

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ABOUT THE PEACE CORPS LANGUAGE COORDINATORS RESOURCE KIT

This Kit consists of this introductory description, ten printed manuals and a CD-ROM which contains all the printed materials in the manuals plus additional supplementary materials. While it has been designed to be used in either print form or on the CD-ROM you will probably want to use both parts of the Kit at one time or another. It will probably be more useful for you to use these materials as a "resource library" than as a book which you sit down to read from start to finish, and so the materials have been organized to provide maximum flexibility.

WHAT THIS SECTION CONTAINS

This section contains information about:

- How the LCRK was developed,
- How the information contained in the LCRK is organized,
- How to use the materials and resources on the CD-ROM for your own programs.

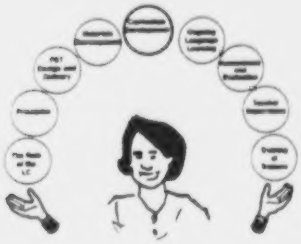
HOW THIS KIT WAS DEVELOPED

In October 1996 a group of Peace Corps Language Coordinators from the Czech Republic, Bulgaria, Romania, Ecuador, Paraguay, Nepal, Philippines and Zambia and training specialists from Peace Corps Washington met to establish the basic design and scope of this Resource Kit.

- They identified the common needs of Language Coordinators around the world.
- They defined problems, and developed categories to organize the huge amount of information in ways that corresponded to how they themselves saw their jobs and their priorities.
- They began to specify the kinds of materials that would be useful for both new and experienced Language Coordinators.
- They shared resources and materials that had been developed in their countries and their regions over many generations of language programs.
- They identified particularly useful information and sample materials, and pooled their collective, world-wide experience to create timelines for necessary tasks, tips and suggestions about how to do things more effectively, guiding principles in program and training design and implementation, and many of the materials included in this Kit.

This Language Coordinators Resource Kit is the result of their collective interests, concerns, ideas and expertise, and history of over thirty years of training Peace Corps Volunteers.

HOW THIS KIT IS ORGANIZED



When this group was asked to develop an image to represent the challenges and realities of the job of Language Coordinator, they decided upon the image of **a juggler**, who keeps a number of balls in the air at the same time. They agreed that a major feature of their jobs was having to handle a number of separate areas of responsibility simultaneously. However, the specific order that those areas need to be dealt with, or the relative amount of time that has to be spent on a particular area varies widely from post to post. Each Language Coordinator approaches the job in a slightly different way. In order to be useful for the many different situations that Language Coordinators around the world need to deal with, the format needed to allow for individual flexibility and the ability to access the materials in different ways and for different purposes. The group, accordingly, categorized and organized their many responsibilities into nine separate areas, and these form the major sections of this Resource Kit.

SECTION 1. THE ROLE OF THE LANGUAGE COORDINATOR

Although Language Coordinators have different duties and responsibilities in different countries , they share a number of common areas of concern. This section contains information about:

- job development needs,
- sample job descriptions for the Language Coordinator position,
- ways to increase your overall effectiveness, and
- advice and suggestions from Language Coordinators in the field.

SECTION 2. TEACHER SUPERVISION

Language Coordinators report that one of the most challenging aspects of their job is being an effective supervisor. This section contains information on

- recruiting: how to determine your staffing needs, in terms of numbers and qualifications, how to identify sources of potential candidates, and how to advertise to attract the best qualified candidates
- hiring: how to decide who to hire, and how to develop an organized system for making those decisions through interviews, selection TOTs, and demonstration lessons,
- supervising : how to set up systems to train, monitor, and support your teaching staff,
- evaluating : how to develop a fair and comprehensive system to evaluate teachers that can be used to make decisions about rehiring people, and
- advice and suggestions from Language Coordinators in the field about ways to be an effective supervisor.

SECTION 3. CURRICULUM DEVELOPMENT

Most Language Coordinators find that a substantial part of their job involves developing curriculum and materials, either from the beginning or by revising a previously developed curriculum. This process is a cycle which involves determining what the language goals of your program should be, deciding how many and what kind of competencies your curriculum should include, developing materials that reflect principles of sound language learning , and assessing the effectiveness of the curriculum and materials you have designed for revision and improvement.

This section of the Resource Kit focuses on three of those four steps:

- needs assessment,
- selection and sequencing of language competencies,
- evaluation of effectiveness.

SECTION 4. MATERIALS DEVELOPMENT

The process of materials development, either revising existing materials or creating new ones, is one of the most challenging tasks that face a Language Coordinator. This section contains information about the scope and process of developing your language curriculum into a set of printed materials for classroom and individual use. It contains design

criteria and samples of different kinds of materials, including
- pre-departure information,
- student texts and workbooks,
- grammar reference materials,
- cross-cultural materials,
- teachers' manuals and other kinds of teaching materials.
- In addition, this section contains information and advice about basic logistics (the "*who* " and "*how* ") of the development process.

SECTION 5. PRINCIPLES OF LEARNING AND TEACHING

This is a section of important, up-to-date, basic information that Language Coordinators can refer to for teacher training, program design or to supplement their own professional expertise. This section contains useful basic background information about
- the principles and philosophy of Peace Corps training and adult learning,
- the basic concepts of communicative, competency-based language teaching,
- techniques of successful classroom management and proven language learning activities, and
- a list of useful additional Peace Corps resources that can help you in your job.

SECTION 6. ONGOING LANGUAGE LEARNING

Since PCVs cannot become fluent in the target language in a few short weeks of training, it is important to set up the foundations and foster procedures for ongoing language learning in the field. This section discusses various activities that support ongoing language learning such as:
- IST design, including general considerations, guidelines and samples of various successful IST activities, evaluation techniques, and final reports;
- how to use tutors and language informants, including general considerations, as well as guidelines and samples of informational materials and systems for monitoring;
- how to develop language newsletters or columns in the PCV newsletter; and
- how to foster self directed language learning both during and after PST, including sample activities, training sessions and techniques, and systems for self-assessment of language proficiency.

SECTION 7. ASSESSMENT

Language Coordinators need to monitor Trainee progress in order to adjust the language training program, gauge effectiveness of methods and materials, and in many countries, make decisions about whether Trainees have reached a sufficient proficiency level to be "sworn-in" as Volunteers. This section examines:
- informal classroom assessment to monitor progress,
- formal summative assessment to determine language proficiency.

- It describes basic principles of Peace Corps assessment and different kinds of assessment activities that have been developed at Peace Corps posts.

SECTION 8. PRE-SERVICE TRAINING

Organizing and carrying out the language training component of Pre-Service Training (PST) is typically the major task of a Language Coordinator. Curriculum development, materials development, recruiting, hiring and training teachers all lead up to this culminating event. This section focuses on the areas that Language Coordinators have identified as being most crucial in a typical PST:

- setting up pre-PST logistics and training for your staff,
- important "design issues" such as
- developing overall programs and schedules,
- lesson planning,
- integration with other training sectors,
- teaching more than one language,
- grouping and rotation of Trainees and teachers,
- fostering self-directed language learning,
- using out of class activities,
- elective classes,
- community-based training,
- effective training activities and
- how to evaluate the PST and write final reports.

SECTION 9. TRAINING OF TRAINERS

Developing effective training designs and materials for training language teaching staff is an area of considerable importance, particularly because if the high turnover of teaching staff at most posts. This section contains information on designing Pre-PST training for your language teaching staff, including:

- logistical organization,
- basic design considerations ,
- models of various kinds of staff training,
- session descriptions of sessions frequently included in TOTs,
- how to evaluate the TOT and write final reports.

SECTION 10. PEACE CORPS PICTURE BANK

In many countries, it is difficult to obtain supplementary visual aids to enhance learning materials and classroom activities can be difficult. To help Language Coordinators meet these needs, we have compiled a "Picture Bank". This section consists of a catalog of hundreds of pictures that have been developed by Peace Corps Language programs to be used in teaching materials and classroom activities. They have been grouped into twenty different general categories. In addition, a selection of some of the most useful images have been also developed into a Hypercard stack on the CD ROM so that you can easily copy and insert them into your materials. Information on how to do this is included in the introduction to the Picture Bank.

HOW EACH SECTION IS ORGANIZED

Each section (except the Picture Bank) is organized in a similar way. The first part of each section consists of a **Section Introduction** , followed by **Subsections** that reflect the issues and areas that most Language Coordinators use to describe, define and organize their jobs. The documents that make up each section and subsection have been classified and given an icon to help you see at a glance the kind of information that each contains:

OVER VIEW

Overviews provide a summary of the issues and an outline of the major features or concerns. They can be found in the "Introduction" for each section, and in many of the Subsections as well. An Overview is a good place to start for the big picture, or to get additional clarity about what particular resources and information you might need.

WHAT NEEDS TO BE DONE

What Needs To Be Done provides an introductory checklist to help you identify the tasks that need to be done at your post in each section area. This is a useful first step in defining your needs and establishing your work priorities.

TIME LINE

Timelines provide guidance about when specific tasks need to be done. They specify the order that tasks should be done and give recommendations about when to do them so that you can coordinate the many different tasks that make up your job.

THINGS TO THINK ABOUT

Things To Think About discusses many important basic issues to consider: things that other Language Coordinators have thought about --or wish they had thought about--when trying to develop systems and materials for a particular area of responsibility.

USEFUL INFOR-MATION

Useful Information contains background information from many sources to help you make more informed choices about how to design and administer your program. These can be used for your own professional development, or as resources for teacher training and program design.

HOW TO DO IT

How To Do It provides practical "nuts and bolts" advice about doing a specific task, such as organizing a workshop, revising a curriculum or developing a needs assessment.

TIPS FROM THE FIELD

Tips From The Field are compilations of advice and suggestions from Language Coordinators in the field on many different areas. These hints will improve your performance, make your job easier and help you accomplish your goals.

SAMPLES FROM THE FIELD

Samples From the Field provide examples of many different kinds of materials, from textbooks to tutoring forms, that have been developed by posts. You can use them as you begin to develop the same kinds of materials for your own post.

SAMPLE SESSION PLAN

Two sections of this Resource Kit also contain ready-to-use training designs for TOTs and PSTs.

Sample Session Plans provide ready-to-go training designs for TOT sessions on a wide variety of subjects.

SAMPLE LESSON PLAN

Sample Lesson Plans provide newly developed materials to be used as part of your PST design to orient Trainees in the techniques and concepts of Self-Directed Learning, and to give them structured practice at developing their own language learning activities.

TABLES OF CONTENTS FOR THE PRINTED MATERIALS

Each section contains a Table of Contents for that particular area, but the entire Table of Contents for all sections of the Kit has been duplicated here for your reference and easy access.

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HOW
TO DO IT

USING THE CD-ROM

In addition to the printed Manuals, this Resource Kit contains a CD-ROM which can be used to access the materials in the manual, as well as Additional Resources and Samples from the Field (that are not included in the Resource Kit in a printed form, but only on the CD). The information has been organized in several ways. You can explore those resources by just opening the CD, or by reading the following descriptions of its various features.

ACCESSING MATERIALS FROM THE MANUAL

The materials in the manual are represented in two different formats:

- a set of Word files, that can be edited and customized for your own use, once they have been copied onto the hard drive of your computer (since you cannot change anything that is on the CD itself, but must transfer it to your hard drive first). Each Word file represents an item listed in the Table of Contents of the section.
- a set of Adobe Acrobat PDF files, that provide a number of special features including hyper-linking data. These files can be printed but cannot be changed or customized, even if you have copied them onto your hard drive. Each PDF file represents one entire section of the manual.

USING THE WORD FILES

Each of the documents that appears in the printed Manual is also on the CD-ROM as a separate item in the Word files. These individual items can be accessed through the Manual Files folder on the CD and are organized in the same way and in the same order as the printed Manual. You can access any of these documents on Macintosh computers with Microsoft Word 5.0 software, by double clicking on the Word folder, then the relevant section of the manual, and finally the individual file. It is also possible to open these files with other word processing applications, but the formatting may not be the same.

USING THE PDF FILES

PDF files allow for access in non-linear ways. The information for each manual section is represented as a Schematic Topic Chart that reflects the thematic organization of the materials. The Charts for each section are printed below, and when you access these Charts on the

CD, you can connect directly to specific sections of the manual by clicking on the topic area that you are interested in. This enables you to move from Topic Charts directly to relevant pages in the manual without having to scroll through an entire section or refer to the printed Table of Contents. Because some of the printed pages in the manual contain composites of several documents, the PDF-version has a few pages that can not be accessed on the CD as they appear in the printed text. Those items must be accessed through the Word files.

1. HOW TO INSTALL PDF READER SOFTWARE

Each manual section is represented on the CD by a PDF file. These files allow the user to accomplish a number of tasks not possible with a standard word processing program. However older machines may not be able to take advantage of the features found in these files. Computers need at least 3.5 MB available RAM to view PDF files. In addition, users must install the Acrobat Reader program to access this version of the manual. The installation requires 6.5 MB of hard drive space. The installation puts Adobe fonts and ATM into the target computer. The installation program is located in the PDF Manual folder on the CD.

Double click on the installer icon to start the process. Choose the computer's hard drive as the installation drive as it is not possible to install the installer contents on the CD. Simply pressing return and following the on-screen instructions will result in a successful installation.

2. USING PDF READER AFTER INSTALLATION

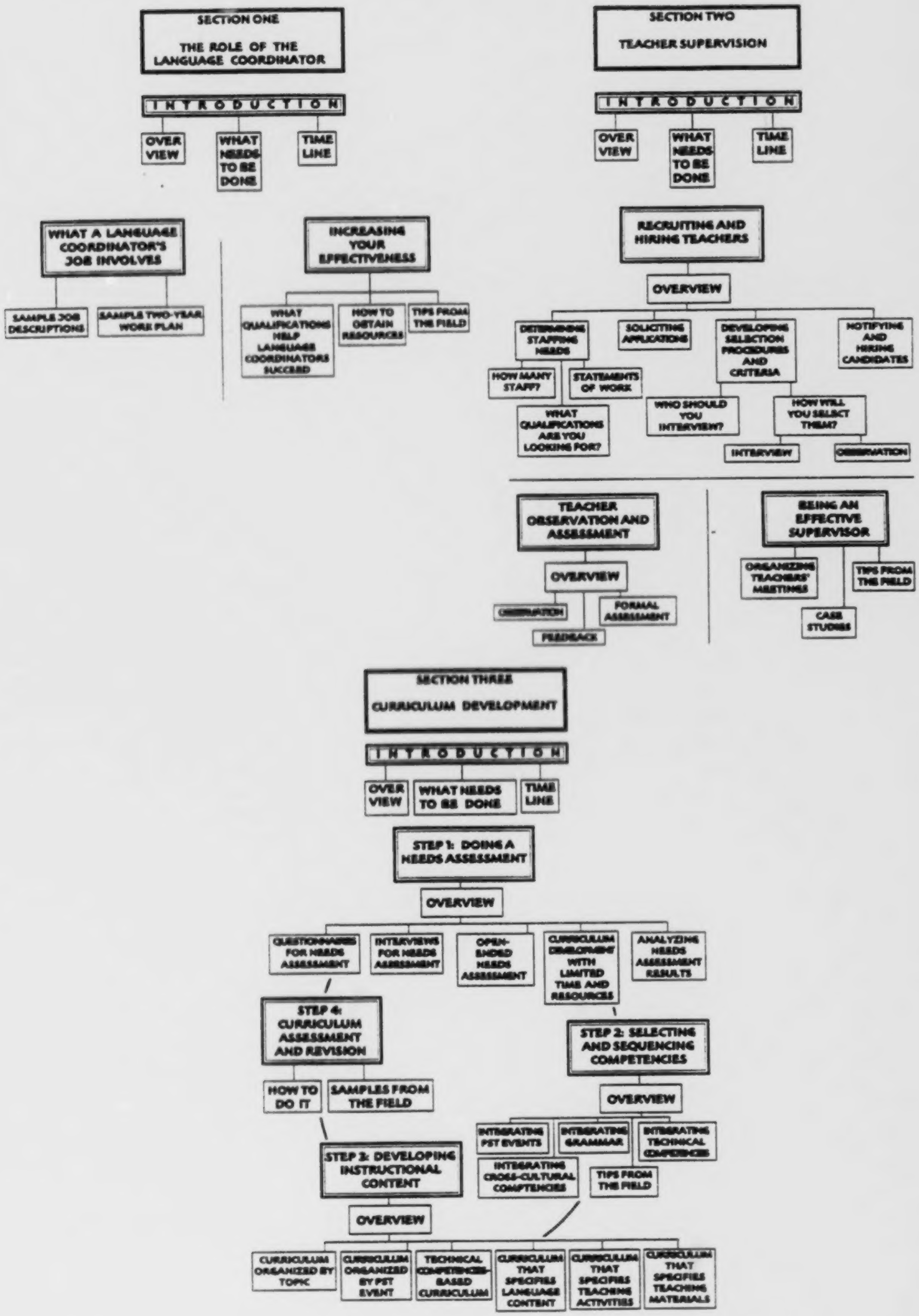
Once installation is completed, double click on the Acrobat Reader icon on your hard drive, go under File, and choose Open. Use the menus to locate the CD, and go into the PDF folder to choose the file you want to view.

It is possible to drag the entire PDF folder to your hard drive and place the Acrobat Reader in that folder. Doing this will allow you to open the PDF files simply by double clicking. These PDF files are hyper-linked via the opening screen charts: click on a box to go to that area in the manual section. Also, it is possible to enlarge the screen for easier viewing, and to jump easily from place to place quickly inside the section. Explore the PDF file toolbar to find more useful features. PDF files can also be printed easily.

3. HOW THE PDF FILES ARE ORGANIZED

Each Section of the PDF files begins with a Schematic Topic Chart. By clicking on the individual squares you can access the relevant pages that discuss that topic in more detail.

By clicking on the section title square you can access the Tables of Contents Additional Resources and Samples from the Field. The Schematic Topic Charts for each section are printed below.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SAMPLE TWO-YEAR WORK PLAN
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CURRICULUM THAT SPECIFIES TEACHING MATERIALS
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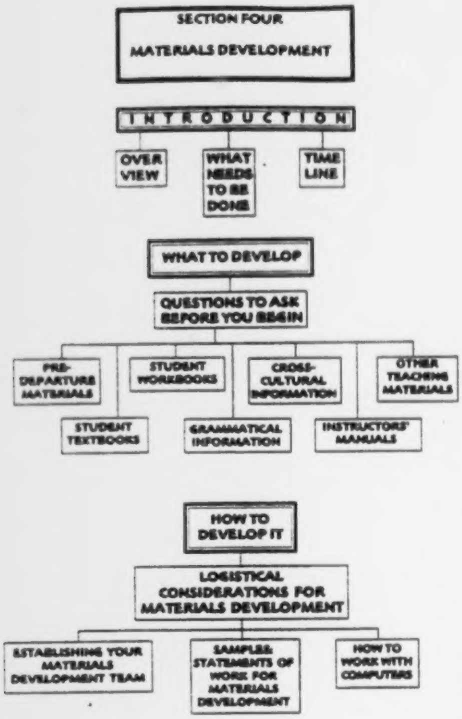
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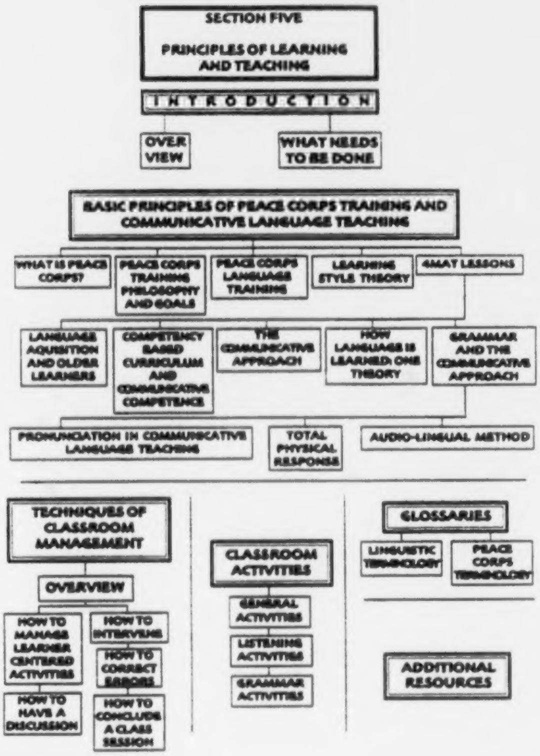
LOGISTICAL CONSIDERATIONS FOR MATERIALS DEVELOPMENT
ESTABLISHING YOUR MATERIALS DEVELOPMENT TEAM
SAMPLES: STATEMENTS OF WORK FOR MATERIALS DEVELOPMENT
HOW TO WORK WITH COMPUTERS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LISTENING ACTIVITIES
GRAMMAR ACTIVITIES
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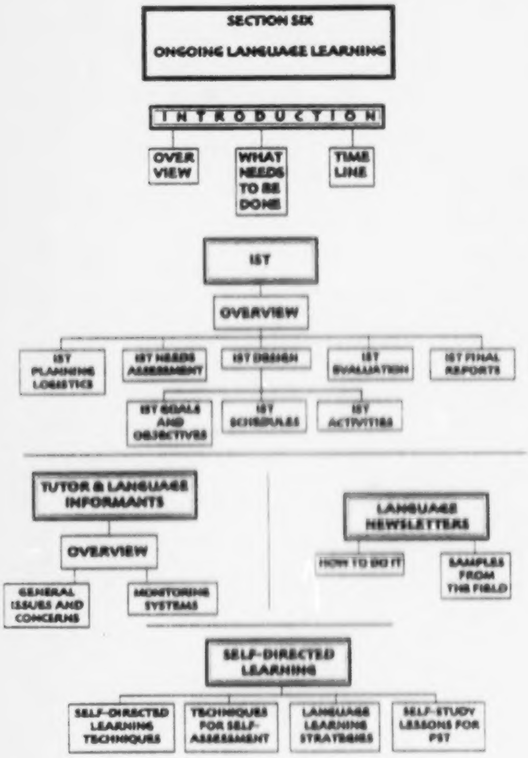
LINGUISTIC TERMINOLOGY
PEACE CORPS TERMINOLOGY
ADDITIONAL RESOURCES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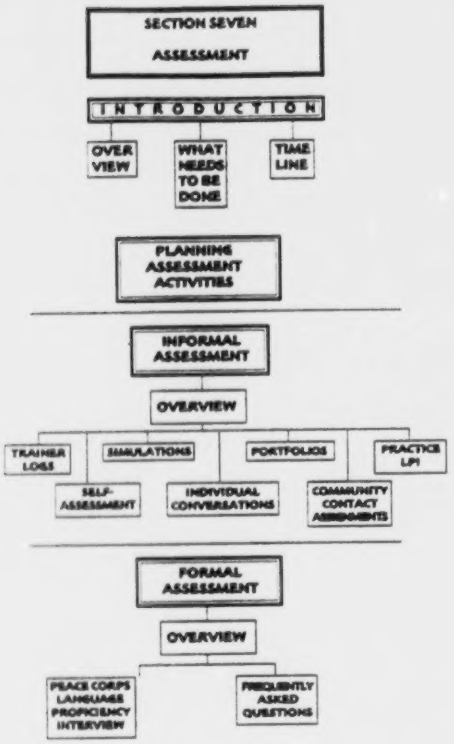
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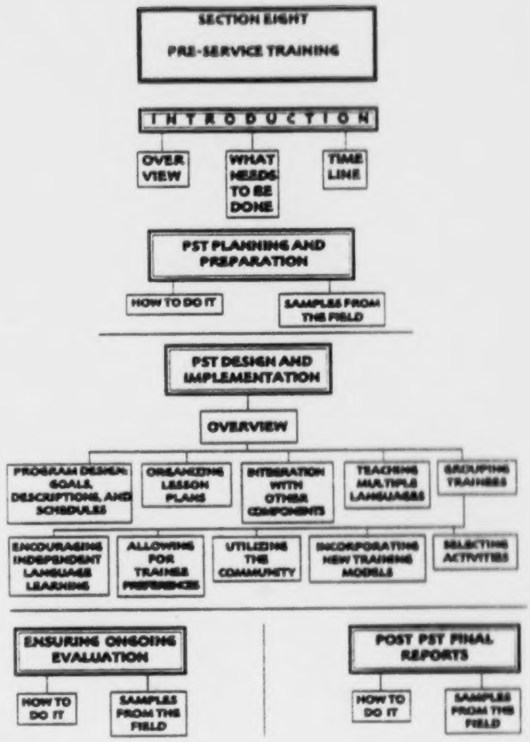
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GROUPING TRAINEES
ENCOURAGING INDEPENDENT LANGUAGE LEARNING
ALLOWING FOR TRAINEE PREFERENCES
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SELECTING ACTIVITIES
ENSURING ONGOING EVALUATION
HOW TO DO IT
SAMPLES FROM THE FIELD
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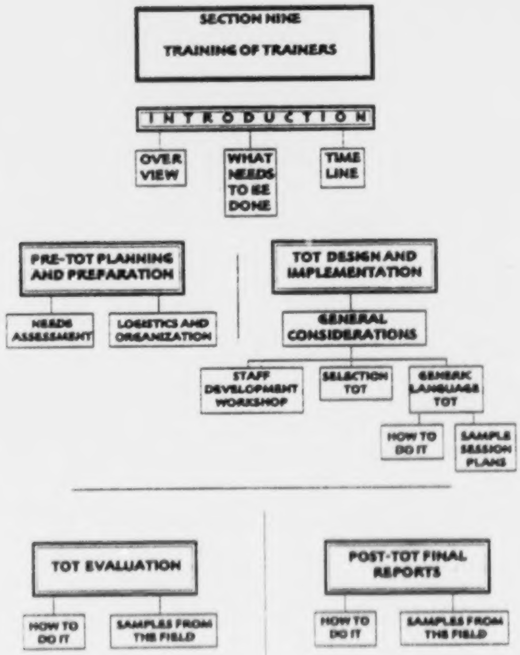
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ACCESSING THE SUPPLEMENTARY RESOURCES

There are a large number of other useful resource materials that do not appear in a printed form in this Kit, but can be accessed in the same way as the Word Files for the Manual. These are contained on the CD-ROM in a folder called "Supplementary Materials". A Table of Contents for the supplementary materials for each section of the Resource Kit can be accessed by clicking on the Main Section Title for each chart contained in the Schematic Topic Charts. Printed versions of these Tables of Contents have also been included below.

Because these supplementary materials are Word files and not PDF files, it is not possible to link directly from these content lists to the actual documents, but they can be found by clicking on the corresponding Word file.

Like the separate document files for the Manual materials, these files can be copied and transferred to your own computer where they can be adapted for your own particular situation.

A list of all the supplementary materials included in this Resource Kit follows.

CD ROM CONTENTS ADDITIONAL RESOURCES AND SAMPLES FROM THE FIELD

SECTION 1: THE ROLE OF THE LANGUAGE COORDINATOR

1. WHAT A LANGUAGE COORDINATOR'S JOB INVOLVES

- **LANGUAGE COORDINATOR JOB DESCRIPTIONS**
  - Ecuador
  - Fiji
  - Nepal
  - Paraguay
  - Zambia
- **LANGUAGE COORDINATOR TASKS AND ROLES**
  - Regional Workshop Session Description
- **LANGUAGE COORDINATOR'S WORK PLAN**
  - Romania, 1995-96

2. INCREASING YOUR EFFECTIVENESS

Project Design Sheet -- Philippines

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1. RECRUITING AND HIRING TEACHERS

A. DETERMINING STAFFING NEEDS

- **PRE-PST SELECTION CHECKLISTS**
    - Nepal
    - Bulgaria
- **TEACHER SELECTION CRITERIA**
    - Czech Republic
    - Paraguay
- **STATEMENTS OF WORK**
    - Bulgaria
    - Nepal
    - Paraguay
    - Philippines
    - Romania
    - Slovak Republic

B. SOLICITING APPLICATIONS

- **JOB ANNOUNCEMENTS FOR NEW TEACHERS**
    - Bulgaria
    - Macedonia
    - Nepal
- **JOB ANNOUNCEMENTS FOR EXPERIENCED LANGUAGE INSTRUCTORS**
    - Bulgaria
    - Nepal

C. SELECTION PROCEDURES AND CRITERIA

- **INTERVIEW QUESTIONS**
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    - Philippines
    - Ukraine

D. NOTIFICATION AND HIRING

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- Nepal

2. TEACHER OBSERVATION AND ASSESSMENT FORMS

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- Nepal
- Paraguay
- Philippines
- Romania
- Zambia

SECTION 3: CURRICULUM DEVELOPMENT

1. NEEDS ASSESSMENT

- **GENERAL NEEDS ASSESSMENT – FIJI**
    - Questionnaire for Volunteers
    - Questionnaire for Trainers
    - Questionnaire for Supervisors and Friends
- **NEEDS ASSESSMENTS FOR LSP**
    - Bulgaria
    - Tanzania
        - Questionnaire
        - PCV Interview Questions

2. SAMPLE CURRICULA

- **PEACE CORPS LANGUAGE TRAINING CURRICULUM**
- **COUNTRY-SPECIFIC CURRICULA**
    - Bulgaria
    - Czech Republic
    - Eritrea
    - Francophone Africa
    - Kenya
    - Morroco
    - Nepal
    - Paraguay
    - Poland
    - Romania
    - Russia
    - Sri Lanka
    - Tanzania

SECTION 4: MATERIALS DEVELOPMENT

1. PRE-DEPARTURE ITEMS

- Bulgaria --Tapescripts
- Romania
  - Information Booklet on Romania
  - Romanian Language Guide Booklet
  - Information on the Internet
  - Tapescripts
- Russia -- Welcome Letter

2. STUDENT TEXTBOOKS AND WORKBOOKS

- Kiribati -- *Learning Kiribati On Your Own*
- Moldova -- *Limba Romana -- PST Language Manual*
- Francophone Africa
  - *Beginning French*
  - *Intermediate French*
- Romania
  - *ESP Manual for Small Business and TEFL*
  - *ESP Manual for Social Work*
  - *Grammar and Cross-Culture PST Workbook*
- Zambia -- *Nyanja Trainer Materials*

3. GRAMMATICAL INFORMATION

- Romania
  - Grammar Exercises
  - *Developing Fluency*
- Sri Lanka --Grammar Handouts
- Tanzania
  - Swahili Grammar Sequence
  - Swahili Grammar Charts
- Zambia --Kaonde Grammar

4. CROSS-CULTURAL INFORMATION

- Ecuador
- Romania
- Sri Lanka

5. INSTRUCTORS' MANUALS

- Francophone Africa
  - *Livres De Formateurs: Beginning and Intermediate*
- Sri Lanka -- *Language Instructors' Manual*

6. LOGISTICS OF MATERIALS DEVELOPMENT

• STATEMENTS OF WORK FOR MATERIALS DEVELOPMENT

- Romania Materials Development Position Descriptions

• COMPUTER FORMATTING CLASS SESSIONS AND MATERIALS

- Beginning and Advanced

SECTION 5: PRINCIPLES OF LEARNING AND TEACHING

1. PRINCIPLES OF COMMUNICATIVE LANGUAGE TEACHING: MISCELLANEOUS METHODS, TECHNIQUES AND MATERIALS

• LANGUAGE TEACHING METHODS AND SAMPLE MATERIALS

- Introduction to Methods of Language Teaching
- Summary of Language Learning Methods
- Grammar-Translation: Description and Sample Lesson
- Direct Method: Description and Sample Lesson
- Suggestopedia: Description and Sample Lesson
- Silent Way: Description and Sample Lesson
- Community Language Learning: Description and Sample Lesson
- Comprehension-Based Language Learning: Description and Sample Lesson
- Total Physical Response: Sample Lesson
- 4MAT Lesson Plans: Sample Lessons
- Audio-Lingual Method: Sample Lesson

• TEACHING TECHNIQUES

- Taxonomy of Teaching/Learning Styles
- How to Warm Up a Class

2. *PEACE CORPS CURRICULUM (WITH TEACHING ACTIVITIES)*

3. *LANGUAGE LEARNING STRATEGIES FOR PEACE CORPS VOLUNTEERS*

4. LEARNING STYLES

- Learning Styles: Implications for Teaching
- Learning Styles Information in Spanish

5. *HANDBOOK FOR CLASSROOM TESTING IN PEACE CORPS LANGUAGE PROGRAMS*

- English Version
- French Version
- Spanish Version

SECTION 6: ONGOING LANGUAGE LEARNING

1. IN SERVICE TRAINING

• IST PLANNING AND LOGISTICS

- Bulgaria
  - Deliverables
  - LT SOWs
  - Supplies
- Nepal -- Checklists
- Philippines -- IST Timeline
- Romania -- Administrative Documents
  - Memos
  - Delivery Requirements
  - IST manual
  - SOWs
  - Letters

• IST NEEDS ASSESSMENT

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- Moldova
- Nepal
- Romania

• IST DESIGN

- Bulgaria
  - Topics and Competencies
  - Expectations
  - Schedule
- Moldova -- IST Ideas
- Nepal
  - Various IST Schedules
  - Overview for Volunteers
  - IST Schedule
- Philippines -- IST Schedule
- Romania
  - Lessons Plans
  - Midservice Conference Session
  - Schedules

• IST EVALUATION FORMS

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- Moldova
- Philippines
- Romania

• IST FINAL REPORTS

- Bulgaria
- Czech Republic
- Romania

2. TUTORING AND LANGUAGE INFORMANTS

• SUPERVISION GUIDELINES

- Albania
- Bulgaria Tutors' Manual
- Czech Guidelines
- Estonia Tutor's Manual
- Philippines
  - Guidelines
  - Tutor Job Description
- Slovak Guidelines

• TRAINING SESSIONS

- IST Sessions -- Suriname
  - Analyzing Transcription
  - Eliciting Dialogs for Tape
  - Practice with Informants
  - Preping for Informants
  - Selecting a Language Helper
  - Taping Informant Dialogs
- PST Session
  - Selecting a Tutor

3. NEWSLETTERS

- Newsletters From Romania

4. SELF-DIRECTED LANGUAGE LEARNING

• TRAINING SESSIONS

- TOT Sessions
  - Independent Learning Sessions 1-4
- IST/PST Sessions
  - Using Language Logs
  - Adult Learning and the Curriculum
  - Continued Language Learning
  - How We Are Learning: Sharing Problems And Successes

• BACKGROUND MATERIALS

- The Lamp Learning Cycle
- *Self-Directed Learning Materials* by Anita Wenden
- *Learning Kiribati On Your Own*
- Learning Styles Booklet
- *Polish On Your Own*
- *Self Directed Learning: Strategies, Tips and Techniques*

SECTION 7: ASSESSMENT

1. ASSESSMENT OVERVIEWS

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2. INFORMAL ASSESSMENT

- **SELF-ASSESSMENT FORMS**
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- **SIMULATIONS**
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  - Nepal
  - Romania
  - Simulation Stations
- **COMMUNITY CONTACT ASSIGNMENTS**
  - Miscellaneous Assignments
- **PRACTICE LPI**
  - Philippines
- **OTHER ASSESSMENT ACTIVITIES**
  - Philippines

3. FORMAL ASSESSMENT

- **ACTFL SITUATIONS AND ROLE PLAYS**
  - Bulgaria
  - Ecuador
- **GUIDELINES FOR TESTER TRAINING**
- **REFRESHER WORKSHOPS FOR LPI**
  - Central Asia
  - Czech and Slovak Republics

SECTION 8: PRE-SERVICE TRAINING

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ACCESSING THE PICTURE BANKS

- **The Picture Bank:**

There are two picture banks contained on the CD-ROM, and a print version of all the images in the Picture Banks has been included as a separate section of the Resource Kit.
This printed version contains small "thumbnail-size" version of each image.

But the easiest access to the Picture Banks is through the CD-ROM. By clicking on the appropriate icon you can access either the full picture bank or the easier-to-use selection of Hypercard pictures. The print version and the CD version both contain more detailed instructions on how to copy and adapt the images in the Picture Bank for your own needs.

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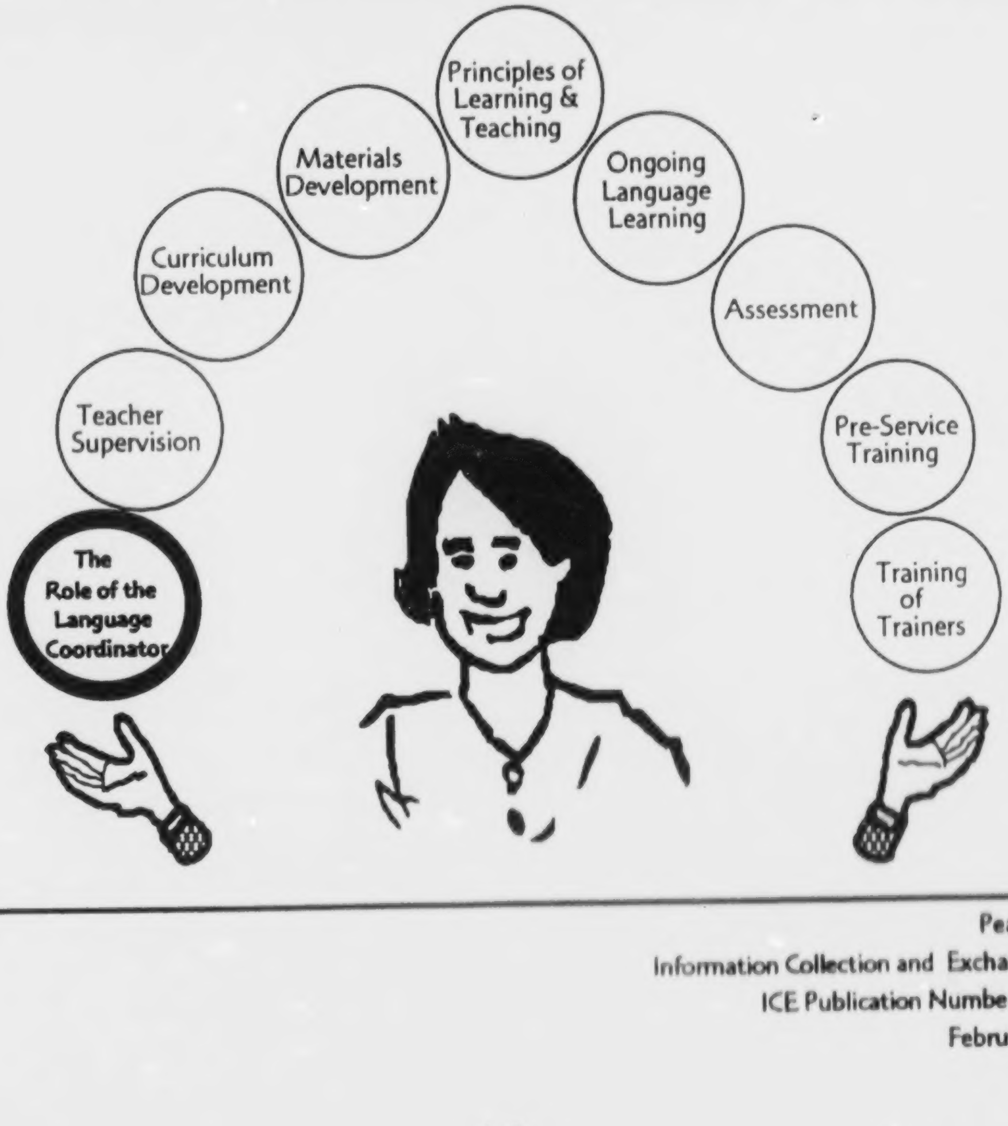
LANGUAGE
COORDINATORS
RESOURCE
KIT

SECTION ONE

THE ROLE OF THE LANGUAGE COORDINATOR


The Role of the Language Coordinator
Teacher Supervision
Curriculum Development
Materials Development
Principles of Learning & Teaching
Ongoing Language Learning
Assessment
Pre-Service Training
Training of Trainers

Peace Corps
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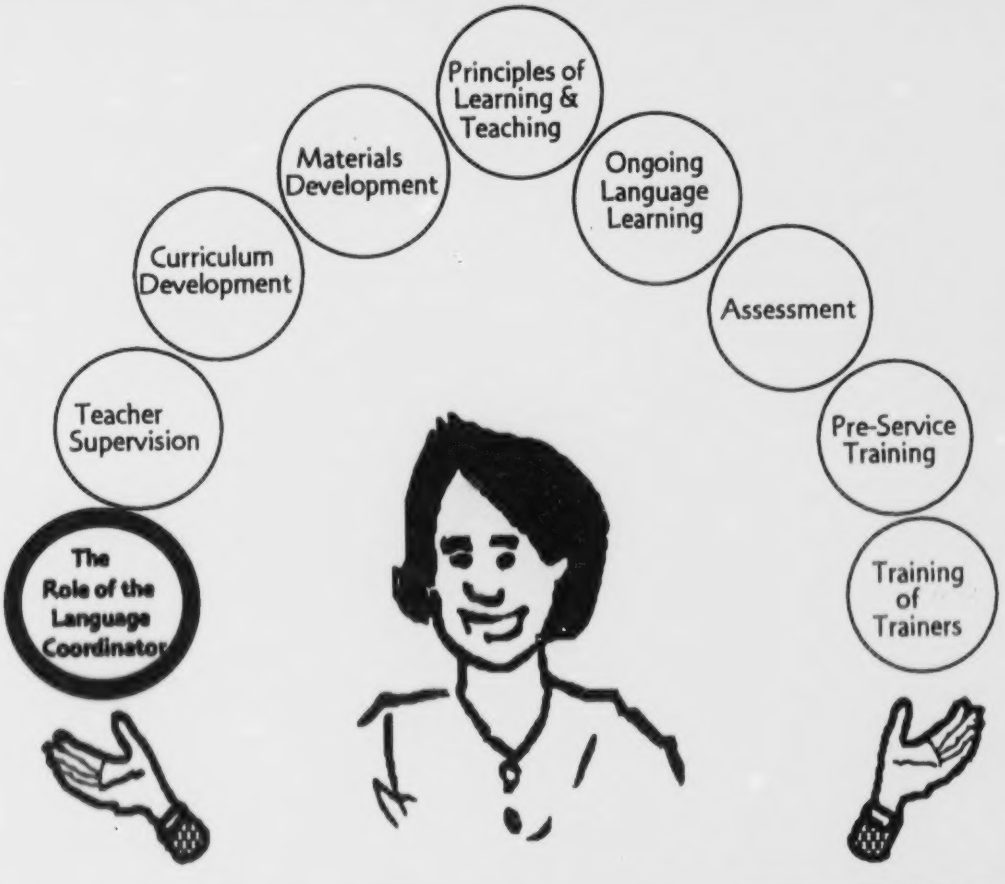
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LANGUAGE COORDINATORS RESOURCE KIT
SECTION 1.
THE ROLE OF THE LANGUAGE COORDINATOR

1. INTRODUCTION

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OVERVIEW

SECTION ONE: THE LANGUAGE COORDINATOR'S ROLE

The duties and responsibilities of Peace Corps Language Coordinators (LCs) vary from country to country. In some places the position is a year-round appointment; in others, language coordinators are hired for specific training events such as PSTs (Pre-Service Trainings) or ISTs (In-Service Trainings). In spite of country-to-country differences, all Language Coordinators are involved in the areas of program management, teacher training and supervision, and materials development. Typical responsibilities include the three discussed below.

OVERVIEW OF LANGUAGE COORDINATOR RESPONSIBILITIES

- **PST (Pre-Service Training):** organize and coordinate the language component of the PS Training, integrating it into the overall training design.
- **Language Materials:** develop or coordinate the development of language learning materials for PST and afterwards; ensure ongoing revision of the materials.
- **Continued Language Learning of Volunteers and staff**: organize trainings after PST: ISTs (In-Service Trainings), or language weekends; assist PCVs with finding and communicating with tutors; develop and administer a policy concerning use and reimbursement of tutors and language informants; help both American and local staff with identifying their language learning needs, and help finding tutors.

TRAINING RESPONSIBILITIES

Developing language training materials for Pre-Service Training and designing all the language training for this central event often comprise the main focus of a Language Coordinator's role. It involves:

- Design and implement Pre-Service Training (PST)language program for Trainees.
- Conducting Training of Trainers (TOT) workshops for booth new and experienced language instructors before and during PST on up-dated language teaching techniques appropriate for a competency-based language curriculum. The Language Coordinator may have similar responsibilities for training

cross-cultural trainers.

- Observation/Feedback. Observe classes of language instructors and give feedback on their teaching.
- Develop and implement In-Service Trainings (ISTs). These may be held at a single training site, or in a number of different places. Some LCs travel around the country giving 2-3 day ISTs to Volunteers who live close to one another.

MATERIALS DEVELOPMENT RESPONSIBILITIES

For some Language Coordinators the position involves creating not only training designs, (the scope and schedule of the language training) but also materials development (the curriculum and language learning activities)

Developing materials involves:

- Writing Curricula. Do needs assessments for the language needs of Volunteers and design/revise survival or technical curricula based on results.
- Developing lesson plans and materials. Write lesson plans or teaching materials to support instruction: texts, workbooks, audio tapes, and visual aids.
- Developing self-study materials. Develop materials for Volunteers to use for self-instruction. Some posts use correspondence courses to assist Volunteers in their continuing language study. Audio tapes and workbook materials may be useful. There may also be a need for developing additional materials for use with tutors and tutor training.
- Obtaining or writing teacher resource materials. Write documents such as grammar texts, cross-cultural explanations for teachers, etc. Ensure that there is a collection of resource materials for teachers, Trainees and Volunteers.
- Oversee Cross-Cultural Training and/or integration of Language, Cross-Culture, Health, Safety, and Technical aspects of a PST or an IST.
- Develop TOT design and materials for language TOTs for new staff and experienced instructors.

MANAGEMENT RESPONSIBILITIES

A final important area of responsibility, in addition to developing and implementing the language program, involves your role as a supervisor of others.

As a supervisor, a Language Coordinator needs to:

- Manage the language program (and sometimes the cross-cultural program) for PSTs and ISTs.
- Evaluate Trainees' progress.
- Hire and supervise language staff.
- Manage tutoring programs. Hire, train, and monitor local tutors, or develop materials for the Volunteers to train tutors.

WHAT THIS SECTION CONTAINS

The areas of responsibility discussed above are addressed in separate sections of this manual. This section contains:

- an overview of your job development needs
- sample job descriptions for Language Coordinator positions
- desirable qualifications and characteristics
- tips from Language Coordinators in the field.

WHAT
NEEDS TO BE
DONE

IDENTIFYING YOUR OWN DEVELOPMENT NEEDS AS A LANGUAGE COORDINATOR

This brief check list will help you assess and prioritize areas of your own expertise you may need to develop in order to be as effective as possible in your job. For each of the job areas listed below select the letter of the response that best describes your own professional development needs:

A. I can do this successfully.
B. I can do this, but could use advice or assistance.
C. I cannot do this, and I need to learn how.
D. This is not part of the language coordinator's job at my post.

Items that you marked with a B or C will probably need further development.

PROFESSIONAL DEVELOPMENT

MANAGEMENT

_____ 1. I have a system for identifying and developing position descriptions for language teaching and materials development

_____ 2. I have a system to recruit, select and train qualified candidates to fill positions in the language program.

_____ 3. I have systems for supervising and evaluating instructors and providing feedback on language teaching and materials development.

CURRICULUM DEVELOPMENT

_____ 4. I have a well-developed curriculum of competencies and sample language that meets Trainees' survival and technical language needs.
_____ 5. I have systems for both needs assessment and follow evaluation

MATERIALS DEVELOPMENT

_____ 6. I have a well-developed set of materials for the language program which includes pre-departure materials, PST materials (student and teacher resource materials), tutoring materials, and materials to support self-directed learning.

PRINCIPLES

7. I am aware of and can communicate to my teaching staff and trainees the relevant issues of:

_____ training and adult learning
_____ communicative language teaching methodologies
_____ techniques for managing a learner-centered classroom
_____ classroom activities that appeal to a range of students with differing learning styles and strategies
_____ relevant strategies for self-directed language learning
_____ basic terminology and resources of language teaching

ASSESSMENT

_____ 8. I have a system for both formal assessment of general proficiency and classroom assessment of specific skills which includes a rationale for why, when, and how this information is being reported

TRAINING

_____ 9. I have developed (or can develop) a variety of training designs for PST, IST, TOT and SDW (Staff Development Workshops) that meet the needs of a variety of participants at post.

_____ 10. I have logistical preparation schedules and training supplies checklists.

_____ 11. I have a system to identify and obtain needed resources for secretarial support, host family orientation, and training equipment and supplies.

____ 12. I have a system for soliciting participant feedback about the effectiveness of the training design and specific sessions.

_____ 13. I have a format for training session designs, and systems for recording and preserving most effective activities and for compiling information for final reports.

_____ 14. For PST training my program design includes: a plan for grouping students and rotating teachers, sessions to encourage self-directed language learning, a range of possible elective courses, and community contact activities.

ON GOING LANGUAGE LEARNING

_____ 15. a system for monitoring and supporting tutoring

_____ 16. materials for tutoring and self-directed learning

TIME LINE

SUGGESTED SCHEDULE FOR LANGUAGE COORDINATOR ACTIVITIES

Peace Corps Language Coordinators have developed this suggested timeline to reflect a typical work cycle for a language coordinator.

LANGUAGE COORDINATOR WORK CYCLE	
THROUGHOUT BUT WITH SPECIAL FOCUS PRIOR TO TRAINING EVENTS	• Conduct site visits of current Volunteers and talk to tutors. • Participate in technical ISTs to work with counterparts. • Send out newsletter.
SIX MONTHS BEFORE VOLUNTEERS ARRIVE	• Assist program managers with developing Volunteer Activity Descriptions (VADs). • Assist program managers in identification, assessment and development of sites.
TWO MONTHS BEFORE VOLUNTEERS ARRIVE	• Send out invitee materials.

ONE TO THREE MONTHS BEFORE VOLUNTEERS ARRIVE	• Review past training reports. Review volunteers' evaluation and recommendation. • Review/research relevant training material, assess needs for new training materials, sessions, etc. • Review and analyze project plans, VADs, Pre-Training Questionnaires (PTQs) and other documents describing Volunteers' job. • Interview PC staff and Volunteers about language program strengths and weaknesses. • With the Training Director interview and select Language Instructors. • Design language TOT. • Design a form for evaluating Language Instructors. Discuss it during TOT. • Review and become familiar with the system for Trainee Language Program evaluation. • Review language materials. • Conduct selection TOT.
THREE WEEKS BEFORE VOLUNTEERS ARRIVE	• Continue reviewing language materials and duplicate needed items. • Review designs for each TOT session. • Conduct TOT for selected teachers (see TOT timeline for more detail).
TWO WEEKS BEFORE VOLUNTEERS ARRIVE	• Meet with other PST coordinators to ensure integration with other components.
ONE WEEK BEFORE VOLUNTEERS ARRIVE	• Continue preparation of training materials. • Be part of team building TOT.
PST (VOLUNTEER ARRIVAL THROUGH SWEARING-IN)	• Coordinate and supervise all activities of the Language Component. • Make sure that independent language learning is sufficiently stressed during PST. • Make sure integration is incorporated in the design. • Assess and evaluate Trainees during and after PST. • Inform new Volunteers about continued language learning policy at post(see PST timeline for more details).

ONE TO TWO WEEKS AFTER SWEARING IN	• Compile the assessment and evaluation materials. • Submit Final Report.
THREE TO SIX MONTHS INTO SERVICE	• Conduct IST according to needs assessment (see IST timeline)
THROUGHOUT VOLUNTEERS' SERVICE	• Assist PCVs with tutors and monitor tutoring program.

USEFUL INFORMATION

SAMPLE JOB DESCRIPTIONS FOR LANGUAGE COORDINATORS

These two generic job descriptions both describe typical position requirements for most Peace Corps Language Coordinators. They may not describe your duties exactly, since in some countries Language Coordinators are hired for specific training events, or do not work year-round. But, in general, these descriptions specify the areas of responsibility that usually come with the job. Language coordinators worldwide do all or some of the things listed here.

PST LANGUAGE COORDINATOR

The first sample, developed for the *PATS Manual Training Supplement* describes the duties of Language Coordinators who have been hired for PSTs alone. It offers a basic prototype for the Language Coordinator position that can be adapted to fit a variety of local circumstances.

POSITION SUMMARY

Begin date - ending date
Reports to: Project Director
Coordinates with: All training staff.
Position Summary: Coordinates the production of the language training curriculum and schedule. Designs and conducts the Language Training TOT. Monitors the language training program during the PST. Coordinates the evaluation of the language training program and the assessment of Trainees' performance.

DUTIES:

1. PREPARATION PHASE

- Coordinate the process of designing/revising the language training curriculum and training schedule.
- Interview, select and train language trainers.
- Design and run a 3-5 day Language Instructors workshop (TOT).
- Design/revise an evaluation/feedback instrument for describing instructors' performance.
- Attend and participate in Staff Training, which should include goals and philosophy of Peace Corps training,

concepts of integrated training, time for refining session plans and team building.
- Review and analyze Volunteer task analyses, VAD sheets, pre-training questionnaires and general correspondence to get an up-to-date description of the Volunteers' jobs.
- With Project Director, finalize component training documents for language learning to ensure integration with other components of training.

2. IMPLEMENTATION PHASE:

- Implement plan for language training classes.
- Monitor language classes and provide feedback to each trainer at regularly scheduled intervals.
- Meet regularly with the project director to evaluate trainer and Trainee progress.
- Respond to regular Trainee evaluations of language training.
- Actively participate in staff meetings by making recommendations for training improvements, including staff morale.
- Provide documentation on Trainee performance in language training, in support of decisions to recommend or not recommend each Trainee to become a Peace Corps Volunteer.

3. AFTER TRAINING PHASE:

- Write and submit a final training report using the approved format.
- Compile copies of all language training materials and names of resource persons with recommendations for future use in a way that can be easily referenced for the next training.

QUALIFICATIONS

Minimum Qualifications:
- training in language instruction, methodology, and materials development, or teacher training
- demonstrated academic or other qualifications indicating not only speaking fluency in the required language, but also an appreciation of the language's grammatical structures and the ability to write
- fluency in English

Preferred Qualifications:
- experience with Peace Corps language training

FULL-TIME LANGUAGE COORDINATOR

This second job description is by a group of "full-time" Language Coordinators who were asked to develop a position description that reflects the realities of their year-round jobs.

POSITION SUMMARY

- Be responsible for organizing and/or coordinating all aspects of Trainee, Volunteer, and staff language learning and teaching.
- Serve as a model of dedication, commitment, and esprit de corps for both Trainees, Volunteers and staff.

COORDINATE LANGUAGE COMPONENT OF PST

- Recruit, hire and supervise PST language teachers.
- Coordinate TOT for language teachers.
- Develop PST language schedule.
- Provide feedback on language teaching effectiveness during PST.
- Organize and provide evaluative feedback to Trainees on progress in language learning.
- Promote integration among PST components.
- Work as member of the training team.
- Contribute actively in the PST site selection process.
- Provide guidance and assistance in the selection of host families for PST.

SUPPORT CONTINUED LANGUAGE LEARNING

- Organize and conduct in-service language training, according to the language learning plan for the post.
- Help Volunteers identify their needs for individual learning and provide support in dealing with tutors.
- Review and approve Volunteer tutoring plans.
- Be available for consultations with Volunteers.
- Provide guidance and support for P C staff language learning.
- Coordinate PC LPI testing.
- Conduct PC LPI tester refresher workshops.
- Manage the language tutoring program.
- Coordinate with the Admin unit regarding payments for tutoring.

LANGUAGE MATERIALS

- Recruit, hire and coordinate language teachers/materials developers.
- Involve interested Volunteers in language materials development and revision.
- Identify and purchase materials required to improve the effectiveness of the language program.

DEVELOP AND MONITOR A LANGUAGE LEARNING PLAN

- Serve as the advocate for language at post at the level of programming APCDs and Admin.
- Work to ensure integration of language into all aspects of Peace Corps programming and training.
- Actively participate in budget decisions regarding the language program.
- Develop and maintain a professional communication network with Peace Corps language specialists, other language coordinators, as well as the local teaching community.

HOW TO DO IT

SAMPLE TWO-YEAR WORKPLAN FOR LANGUAGE COORDINATOR

This sample work plan is based on one that was developed by Peace Corps Romania, and reflects the needs for that particular post. Your workplan will be different, but will probably include many of the same tasks and timelines . The years are linked to two PST training cycles and reflect tasks of a Language Coordinator beginning at a point after a PST. As a result, this plan includes both the "follow-up" tasks for one PST and the start up tasks for a second one.

YEAR ONE:

Activity	Related Tasks	Date for Completion
Language needs assessment: background analysis	• Read reports, files; review all disk materials from other language programs. • Meet with current PCVs. • Meet with current PC staff (APCDs, Admin.). • Meet with language tutors and counterparts.	Start in November. Then ongoing assessment and analysis
Developing computer skills	• Learn Word 5.0.	November
Organize language IST	• Send Needs Assessment Survey. • Organize logistics. • Find training site. • Hire teachers. • Design schedule. • Plan curriculum. • Develop Activity files. • Conduct the Language IST. • Evaluate Language IST.	December - January

Language materials development for IST	• Review IST Manual.	December
Organize the tutoring program	• Get information from Admin. Officer on PCVs' spending on tutoring . • Send out a questionnaire for PCVs about tutoring. • Contact tutors.	November throughout December
Integrate language program into the IPBS	• Develop goals and objectives for the language program. • Plan language program budget.	January
Create a system for PCVs ongoing support for language learning	• Monitor tutoring program. • Attend technical ISTs and interview PCVs on language progress. • Talk to counterparts about language issues • Create a weekly Newsletter. • Do LPI interviews at Close of Service (COS). and Mid-Service Conferences (MSC).	Start February and ongoing
Establish a network and assist neighboring countries with language issues	• Do LPI interviews at neighboring country (same language) COS. • Train LIs from another and share experience.	February March
Attend regional language conference	• Prepare materials. • Design sessions.	April
Language materials development for 1995 PST	• Determine overall structure of PST language materials. • Review all existing materials for learning target language. • Develop a SOW and hire consulting team of 2 local language teaching specialists to review PST language materials.	April May
Recruitment and hiring of language instructors for PST	• Develop SOW for language instructors. • Develop list of desired and minimum qualifications for language instructors in conjunction with PC staff. • Interview and select candidates for PST.	May Pool of teachers hired by mid-May

Organization of TOT	• Develop appropriate TOT materials and activities for 2 weekends (8 hours per weekend).	Weekend TOT begins in mid May
Materials development for Invitees	• Make an audio tape with PST language training staff and PCVs to introduce Peace Corps Romania and the corresponding tape script. • Make a survival language guidebook and appropriate listening materials.	Received by PC Washington by mid-April to be sent out to Invitees through the Country Desk Unit
Language resource inventory and ordering	• Inventory current holding in Resource Center. • Order language materials through PC Romania as appropriate.	Start immediately ongoing
Work with LPI testers	• Contact and develop a good working relationship with certified PC LPI testers. • Set appropriate rates for testing and develop a comprehensive testing schedule for PCVs. • Conduct the 1-day LPI Tester Refresher Workshop prior to ratings for PST.	start immediately ongoing mid-August
Manage PST language component	• Design an integrated language program. • Monitor the language team. • Make decisions on adapting the language curriculum, assigning groups, designing schedules, etc. • Integrate cross- culture and technical components . • Inform PC staff on PCVs progress and suitability for service.	June - September
Language learning program for PC staff	• Teach Romanian to PC staff. • Help PC staff in getting language materials and assistance with language issues.	immediately and ongoing

YEAR TWO:

Activity	**Related Tasks**	**Date for Completion**
Develop program of language for specific purposes to support PCVs at work	• Survey PCVs about technical language materials. • Conduct a Needs Assessment to evaluate PCVs needs for technical language. • Do workplace site visits to collect materials, identify needs, and interview counterparts and clients. • Hire teachers to work on materials development. • Monitor the activity of the team. • Work closely with APCDs to determine the impact of language in PCVs' service and ways to improve and integrate. • Share information with the programming unit to use in site placements, site development and in writing documents such as VADs.	Start October and ongoing November
Manage an integrated language IST	• Conduct needs assessment. • Interview and contract teachers. • Design integrated sessions. • Design a " choice " IST with optional sessions to address individual needs. • Conduct the IST. • Evaluate the IST.	Start November complete January
Enhance the accountability and the effectiveness of language tutors	• Develop materials- review Tutor's Manual • Contact tutors. • Visit tutors at sites. • Monitor tutoring activities. • Do an annual survey of the tutoring program to be used for the next IPBS. • Evaluate tutoring program.	November
Enhance ongoing language learning	• Conduct language progress interviews at the Technical IST. • Interview counterparts at the Technical IST on language issues. • Do LPI interviews at MSC and COS. • Do language sessions at MSC. • Develop a framework and a monthly plan for the Newsletter "Numai Romaneste " and ask for PCVs ' contributions to it.	February

Review and develop language materials for PST	• Review lesson plans. • Review PST Manual. • Supervise the writing of the PST Workbook.	Started in November by contracting teachers Completed May
Implement a selection TOT	• Design activities for a training for selection. • Advertise the training. • Select teachers. • Conduct the training.	Start March and finish by mid May
Prepare materials for invitees	• Design a booklet of basic language. • Review the information on language sent to invitees. • Prepare an audio tape.	April
Manage the PST language program	• Improve the SOWs for teachers to combine cross-culture and language. • Integrate technical language and survival language throughout the PST. • Make all necessary decisions regarding the language program and integration with the other components. • Conduct and evaluate the PST language program.	June - September
Create a network of teachers and LSP specialists	• Attend language conferences and related events. • Visit workplaces, institutes.	As appropriate/ as scheduled

THINGS TO THINK ABOUT

WHAT QUALIFICATIONS HELP LANGUAGE COORDINATORS SUCCEED?

Although Language Coordinators' duties and responsibilities vary considerably from post to post, there are general qualifications that any effective Language Coordinator should have.

ADMINISTRATION & MANAGEMENT EXPERIENCE

Much of this job is supervision, coordination with others, making program decisions, and reporting. Other culturally significant attributes, such as age, may be of some importance. In some countries linguistic background should be considered. Experience working with an American organization might be helpful.

TEACHING EXPERIENCE

Only an experienced language teacher should be considered. This experience may be with children, college students or foreigners living in the community, but ideally the Language Coordinator has already served as an instructor for the Peace Corps. Experience in curriculum development or teacher training would be a definite plus. An advanced degree in linguistics may lend some culturally accepted status, but is not a guarantee that the individual can supervise effectively.

PERSONAL QUALITIES

The demands of the training program test everyone's patience, maturity, open mind, flexibility, good management skills, cooperative spirit and diplomacy. A Language Coordinator should exhibit these qualities in person and in work history, and should be confident of his or her knowledge. Eagerness to learn new methods and approaches is one sign of a good teacher and crucial in a good Language Coordinator as well.

JOB STANDARDS AND PERFORMANCE CRITERIA

Expectations about job standards and performance criteria will vary from post to post and director to director. But it is useful to consider how one country distinguishes between adequate job performance and superior job performance. In the five areas below, Peace Corps Romania has defined what it means to do a satisfactory or outstanding Language Coordinator.

#1. PST LANGUAGE TRAINING MANAGEMENT SKILLS

Satisfactory

- With ongoing guidance from the Director is able to plan, implement and evaluate PST Language training component.
- Identifies all technical language competencies to be addressed in training and is able to confirm or recommend changes in the existing IPBS current services budget and in personnel necessary to conduct adequate training.
- Assists the director in reviewing existing job descriptions of trainers; demonstrates satisfactory training skills in implementing TOT for language teachers; demonstrates adequate personnel management skills in supporting and directing the language training team.
- Ensures that adequate language learning materials are available, updated and revised.
- Creates additional materials whenever necessary.
- Prepares and leads language teachers in evaluation of PCTs and suggests alternative methodologies for PCTs who need special assistance or advanced learning strategies as fast learners.
- Acts as lead evaluator for deciding whether PCTs meet language standards for Volunteer service.

Outstanding

- With minimal guidance from the Director, prepares in-depth needs assessments and drafts outstanding technical language designs that creatively integrate technical language and cultural adaptation.
- Successfully plans, conducts and evaluates PST language component, with minimal guidance from the CD.
- With responsibility and dedication acts as a leader ensuring the integration of programming design and language components.

#2. LANGUAGE IST MANAGEMENT

Satisfactory

- With normal supervising guidance, adequately arranges for IST, prepares teachers for instructional time and acts as primary coordinator during the event.
- Maintains adequate records concerning past ISTs and designs satisfactory training designs.
- Teachers are hired on time and adequate IST is conducted.
- Sufficient direction is provided to PCVs and teachers.

- Adequate budget and cash flow requests are submitted to Admin. in a timely fashion, and final reports are presented on time.

Outstanding
- With minimal guidance from the director, conducts outstanding IST need assessment and on-site appraisals of Volunteer language level and specific language needs.
- Shows exceptional skill in design and teacher training and in preparation of all IST materials.
- Periodically ensures updating and revising all language materials.
- Sets a positive tone for teachers and students and exemplifies positive adult learning attitudes.
- Presents all budget projection and cash flow requests in a timely fashion, in order to insure the smooth administration of the event.
- Skillfully prepares Volunteers and testers for the assessment conducted at the end of training; designs useful IST evaluation forms for both staff and Volunteers so that focused follow-up study can begin.
- Exhibits strong leadership in motivating PCVs to attend and excel.
- Final reports are in depth, targeted and indicate next steps in language program.

#3 LANGUAGE LEARNING SUPPORT FOR PCVS

Satisfactory
- Adequately supports PCVs on-going learning by assessing their post PST and IST levels.
- Conducts evaluations at technical ISTs and MSCs and arranges for final COS testing.

Outstanding
- Based on the LPI evaluation that begins at PST and continues through IST, tailors an individual study and tutoring program for all PCVs using creative motivation techniques to enhance on-site learning experience .
- Provides additional materials to PCVs within the limits of the budget and coaches them on how to use them.
- Demonstrates enthusiasm and interest with Volunteers who have particular difficulty in learning target language, and develops individualized study programs for them.
- Manages all tutor forms effectively and processes them to the admin. unit in a timely and efficient manner.
- Starting with PST and throughout each PCVs' service, creates and maintains Language Evaluation Portfolios for PCV, to provide a comprehensive record of their progress in the language.

#4 STAFF LANGUAGE LEARNING AND SUPPORT

Satisfactory

- Provides staff with four hours of tutoring classes weekly.
- Motivates all staff to attain a working knowledge of target language.

Outstanding

- Provides US staff with tailored motivational tutoring (four hours per week) and arranges for additional hours if necessary for staff newly arrived in country.
- Provides or organizes on-going counseling and training to host country staff.
- Motivates all staff to try to excel in target language through use of programming and business terminology.
- Provides suggestions for speakers and delivers coaching for staff speaking engagements.
- When appropriate, accompanies staff on important interviews to ensure accurate understanding of staff and clients. During these interviews, points out areas where further clarity is needed.

#5 LEADERSHIP

Satisfactory

- Adequately assesses PCTs and Volunteer suitability and acts as a language learning motivator.
- Works in a team setting with normal supervisory input from CD.
- Provides adequate discipline criteria for PCTs and PCVs during training and in the field.

Outstanding

- Demonstrates a positive energetic attitude when dealing with Volunteers and staff concerning language training. Acts as a team member with APCDs and Admin.
- Consistently excels in motivating PCVs and staff to do their best in language learning efforts.
- Challenges all staff and PCVs to value the language and to use it well.
- When dealing with issues that address Volunteers and/or staff cooperation acts as a participant problem solver.
- Assesses and evaluates LIs and PCVs in a fair and analytical manner.
- Demonstrates decisiveness in disciplining and leading PCVs and LIs.

HOW TO DO IT

OBTAINING RESOURCES TO SUPPORT LANGUAGE TRAINING

GETTING MATERIALS FROM PEACE CORPS

Resource materials may be ordered through ICE or you may try to have the Country Desk Unit track down specific titles. Obtaining resource materials will usually mean spending funds from the post's budget, so it is necessary to go through request and approval procedures as established at your post. Your administrative officer or In-Country Resource Center manager can help you with specific steps to follow, depending on the kind of materials you are requesting. See the Bibliography in Section One for suggested titles.

BUDGETING AT POST FOR ROUTINE LANGUAGE PROGRAM NEEDS

Most of the money needed to support your language program is allocated by your own country's Peace Corps office, in consultation with chief of Programming and Training for your region at Peace Corps headquarters in Washington. Support for language training is part of the annual budget that your post plans for each fiscal year, which begins October 1 and ends September 30. Most of the routine needs for the language training program should be met in this way, so it is important that you participate in budget planning processes at your post.

SPECIAL FUNDING REQUESTS

From time to time, there will be needs that cannot be met by regular program budget, and you should consider requesting funds from other sources. In addition to any local sources of support, Peace Corps/Washington can be approached to help meet a number of needs. The two main possibilities there are your Region's Programming and Training chief and the Office of Training and Program Support (OTAPS).

The following are tips for increasing your chances of receiving the support you request. In addition to reviewing these suggestions , talk to other staff at your post for their help and advice.

FOR ALL REQUESTS

- Send in your request well ahead of time. Requests should reach Washington at least two months before the resources are needed, longer if the request involves a US consultant.
- Explain the reason for the request as fully as possible, so that folks at Peace Corps Washington understand why you need help, not just what you want to spend the money on.
- Indicate the outcomes that will result if you receive support, describing the benefits to Peace Corps Volunteers.
- Include a brief draft budget with proposed timelines and personnel roles.
- Describe how you will monitor the proposed activity and report on it.

FOR OTAPS REQUESTS

- Use the appropriate forms, currently the OTAPS Activity Request Form.
- Direct your request to the appropriate OTAPS office, usually the Language Training Specialists.
- Your request for support will have the best chances of success if it has the following characteristics:

- It is an **innovation** and not just a usual training expense. For example, if a request for support for a language IST will probably not be supported. In contrast, OTAPS might say yes to a request for funds to develop a reference book of the "The Fifty Most Common PCV Language Problems," based on needs assessment results from the past three years of ISTs.
- It results in a product that could **benefit other posts**, e.g., a TOT design or manual of tutor training tips for PCVs.
- It involves **participation or support from outside the language program** itself, such as the Health APCD at your post or the Environment Sector of OTAPS.
- It has **sustainability** and is not something you are going to need to request outside funds for again and again. This is why OTAPS Language Training Specialists support requests that involve developing manuals to support tutoring rather than requests to support workshops to train tutors in the field.

TIPS
FROM THE FIELD

DEALING WITH PEACE CORPS: HOW TO BE MORE EFFECTIVE IN YOUR JOB

Here are suggestions from Language Coordinators to help you be more effective in your job:

GETTING MATERIALS AND EQUIPMENT

- Find out about current training initiatives and funding levels for project areas, and know your language budget.
- Plan early to include everything necessary in the budget, merging your requests with compatible requests from other sectors, or even other posts.
- Talk to your regional computer person about needs and possibilities.
- Do your homework before requests, so that stated costs are accurate.
- Explain why you need equipment and show what can be done with it.
- Have a "wish list" of items ready in August for end of the year money. There's often money available at the end of the fiscal year in September.

SURVIVING AS PEACE CORPS STAFF

- Always document your work.
- Talk to staff about what you're doing, not only to the Program and Training Officer (PTO) or Training Director (TD), but also the Country Director (CD) and Associate Peace Corps Directors (APCDs).
- Share your accomplishments and concerns with staff at other posts, the region, and OTAPS.
- Ask other staff about what they're doing.
- Invite other people to your events, and ask for their help
- Take part in meetings at your post. Attend mid-cycle and final reviews.

- Make sure that there is an understanding at post of your duties and responsibilities (as stated in your SOW).
- Invite Peace Corps staff to teachers' meetings, as appropriate.
- Work with your Training Officer or CD on developing the budget.
- Ask to be included in the budget planning process.
- Remember "The 5 P's" of Peace Corps: be proactive, persistent, patient, phlexible and phunny.
- Don't give up! Remember there are other opportunities and resources, and you can always try again next year.

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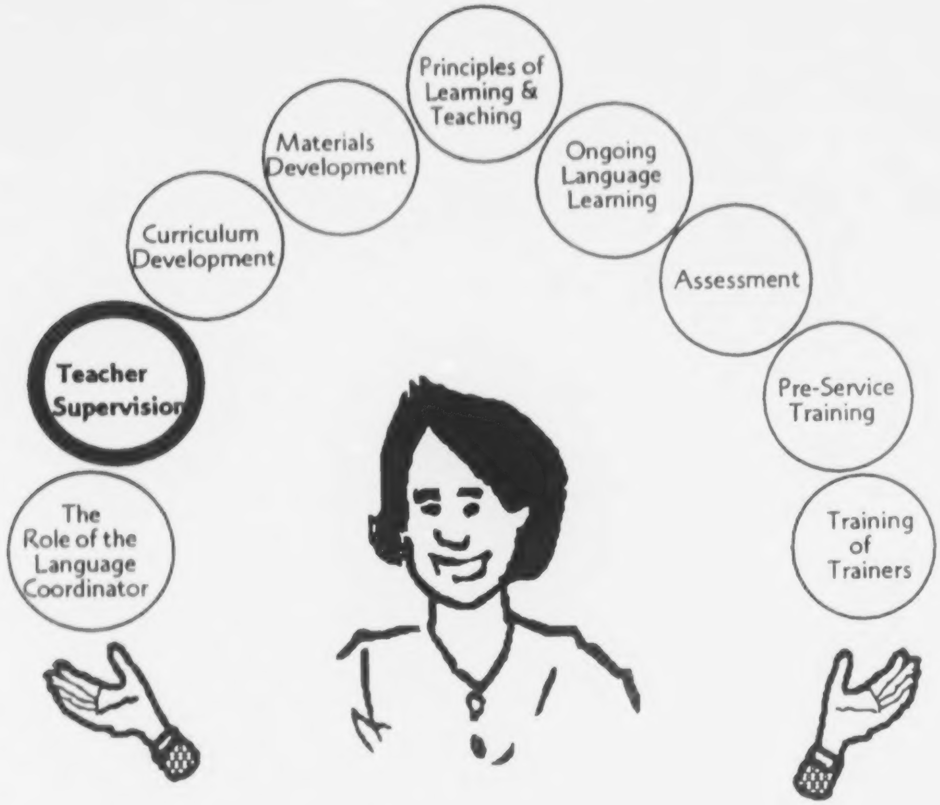
LANGUAGE COORDINATORS RESOURCE KIT

SECTION TWO

TEACHER SUPERVISION


Principles of Learning & Teaching
Materials Development
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Curriculum Development
Assessment
Teacher Supervision
Pre-Service Training
The Role of the Language Coordinator
Training of Trainers

Peace Corps
Information Collection and Exchange (ICE)
ICE Publication Number T0092
February 1998

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LANGUAGE
COORDINATORS
RESOURCE
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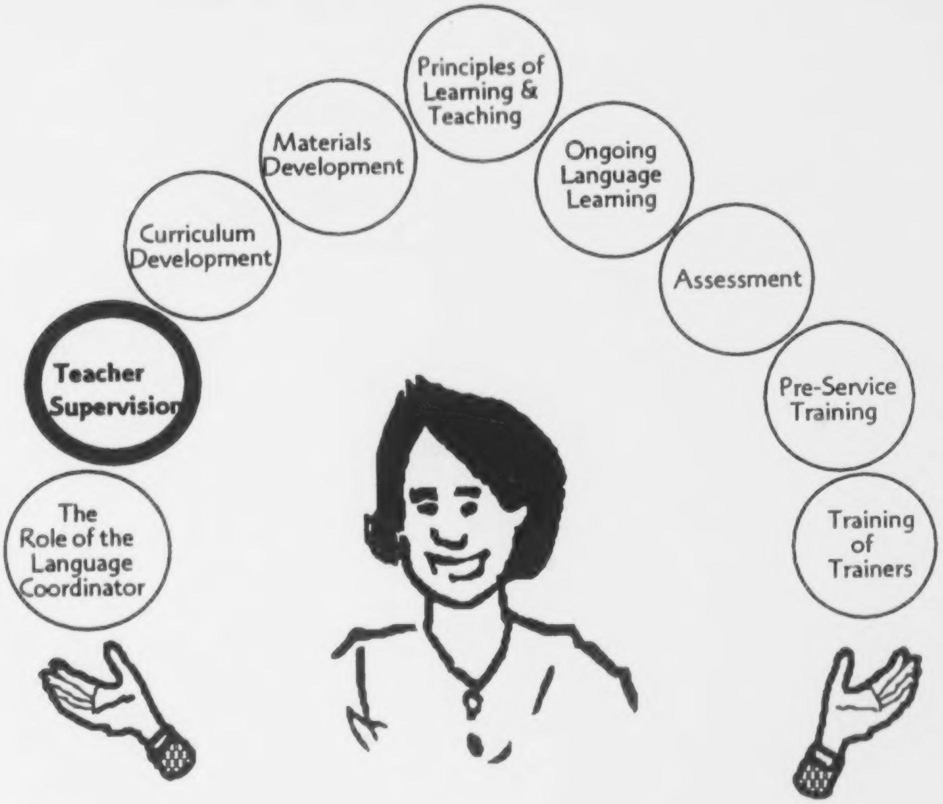
SECTION TWO

TEACHER SUPERVISION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Peace Corps' Information Collection and Exchange (ICE) makes available the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts to development organizations and workers who might find them useful. ICE collects and reviews training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps-generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

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LANGUAGE COORDINATORS
RESOURCE KIT
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TEACHER SUPERVISION

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OVER VIEW

SECTION TWO: TEACHER SUPERVISION

WHAT DOES SUPERVISION INVOLVE?

Language Coordinators report that one of the most challenging aspects of their job is being an effective supervisor of other people. Supervision involves a number of different tasks:

- **Recruiting**: Determining your staffing needs, in terms of numbers and qualifications; identifying sources of potential candidates and advertising to attract the best qualified.
- **Hiring**: Developing a set of criteria for deciding who to hire, as part of an organized system for making those decisions--interviews, selection TOTs, sample lessons.
- **Supervising**: Training, monitoring, and supporting instructors, and setting up systems to achieve program goals.
- **Evaluating**: Developing a fair and comprehensive system to evaluate teachers and use those evaluations to make decisions about rehiring people for later language training events.

WHO DO LANGUAGE COORDINATORS SUPERVISE?

Language coordinators are primarily involved in supervising the language program staff. This may include:

- language instructors, including lead teachers, Language Coordinator's assistants, etc. working during PSTs, ISTs, or TOTs.
- materials developers, including people working on the layout of language materials and secretarial staff.
- Volunteers who work during PSTs/ISTs/TOTs on the language and/or cross-cultural training program.

WHAT THIS SECTION CONTAINS

This section contains information about:

- how to determine staffing needs and recruit qualified applicants.
- methods for selecting qualified candidates.
- purposes of and systems for teacher observation, assessment and feedback.
- tips from language coordinators in the field about ways to be an effective supervisor.

WHAT NEEDS TO BE DONE

IDENTIFYING TEACHER SUPERVISION NEEDS FOR YOUR PROGRAM

This brief check list was developed by Peace Corps language coordinators to help you assess program needs in the area of teacher supervision and help you determine what procedures and systems for effective recruiting, hiring and evaluating teachers may need to be developed for your post. For each of the issues listed below select the letter of the response that best describes curriculum development at your post:

A. **Completed successfully**
B. **Completed, but needs revision**
C. **Not completed and it needs to be done**
D. **Not completed, but not important at present**

Items that you marked with a B or C will probably need further development.

TEACHER RECRUITMENT AND SUPERVISION

RECRUITMENT

_____ 1. There is a system for establishing what staffing patterns will be needed for upcoming training events.

_____ 2. There are formal positions descriptions (SOWs) for all positions that specify necessary qualifications, both teaching and non-teaching duties, length of service, any other contract requirements and salary levels for both new and experienced teachers.

_____ 3. There is a system for identifying and maintaining contact with particularly talented teachers from previous training programs.

_____ 4. A plan for publicizing available teaching positions and attracting qualified candidates has been established that includes procedures for both new teaching staff and teachers from previous programs.

_____ 5. Advertisements have been developed that contain position descriptions and application deadlines, requirements and procedures.

_____ 6. There are standardized application procedures and relevant forms.

SELECTION

_____ 7. There is a plan for how teachers will be interviewed and selected.

_____ 8 There is an established list of selection criteria to decide which applications will be interviewed or invited to selection TOTs.

_____ 9. Other selection requirements and procedures (sample lessons, recommendation letters, etc.) have been identified.

_____ 10. There is a formal interview protocol and standardized list of questions for all candidates being interviewed.

_____ 11. There is a formal rating system for candidates that includes self-assessment and pre-established criteria for selection.

HIRING

_____ 12. There are specific administrative procedures for notification and hiring of selected staff that correspond with Peace Corps policies and procedures.

_____ 13. There is an established system for notifying other Peace Corps and training staff about the status of recruiting, interviewing and selection of language staff.

SUPERVISION

_____ 14. Expectations about work hours, job responsibilities, out-of-class behavior, etc. are clearly described and communicated to the staff during the selection process and TOT.

_____ 15. There is an established format and schedule for teachers meetings during PST.

_____ 16. There is an established schedule and procedure for conducting formal teacher observations, evaluation and feedback both during and at the end of PST.

_____ 17. There is an established system to solicit trainee input on teacher performance during and at the end of PST.

_____ 18. There is a system for teachers to register and negotiate about grievances or appeal unfair evaluations, in accordance with Peace Corps guidelines.

TIME LINE

SUGGESTED SCHEDULE FOR TEACHER SUPERVISION ACTIVITIES

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks involved in recruiting, hiring and supervising language instructors (LIs).

<table>
<tr><th colspan="2">TEACHER SUPERVISION TIMELINE</th></tr>
<tr><td>FOUR MONTHS BEFORE PST</td><td>• Review input from Trainees and supervisors evaluation for experienced language component staff.
• Check or develop a list of qualified and experienced language trainers.
• Develop tentative action plan for staffing.
• Develop and print application forms and SOWs for language trainer position.
• Make a tentative action plan for staffing and hiring experienced and recruiting new language trainers.
• Put an advertisement in national/local newspapers for LIs' position.
• Develop requirements for the PST site in terms of the language program.
• Make an action plan for hiring/recruiting language staff and TOT.</td></tr>
</table>

THREE MONTHS BEFORE PST	• Confirm required number of new language trainers. • Confirm the PST site. • Collect all applications for LIs' position. • Develop hiring activities. • Confirm site for LI candidates' screening/ selection workshop. • Review/update interview questionnaire. • Inform CDs, PTOs/PTSs, Admin about the dates of interview. • Develop a design for screening/selection TOT workshop.
TWO MONTHS BEFORE PST	• Select candidates to be interviewed. • Implement interview for new language instructors. • Select from interviews LIs candidates for screening/selection TOT workshop. • Finalize screening/selection TOT workshop design.
SEVEN WEEKS BEFORE PST	• Send invitation letter with contract period and salary offer to the experienced staff. • Conduct screening /selection TOT workshop for new applicants.
SIX WEEKS BEFORE PST	• Plan and design for TOT for all hired LIs. • Inform all successful candidates and send invitation letters to the selected new LIs including contract period and salary.
TWO TO FIVE WEEKS BEFORE PST	• Contract all the language component staff.
DURING PST	• Have teachers' meetings daily during PST to discuss implementation of PST language program. • Observe each teacher in class at least every two weeks. • Have informal talks with the teachers, trainees, and other staff regularly to check for feedback on teachers' performance. • Conduct formal interviews with teachers 1 to 2 times during PST - at mid-point PST and at the end of PST.
AT THE END OF PST	• Complete an appraisal form for each teacher and conduct formal interviews at the end of PST.

OVER VIEW

THE PROCESS OF TEACHER RECRUITMENT AND HIRING

Peace Corps Language Coordinators have developed this overview of the recruitment, selection and hiring process.

STEP 1: DETERMINE STAFFING NEEDS, SCHEDULES, AND SOWS

- Start the recruitment process for teachers early in year so that you can select the best applicants and train them, i.e. three to four months prior to PST. For this purpose, make a selection planning checklist as a part of your yearly workplan as an LC. Try to make it as detailed as possible so that you do not miss anything.
- To decide how many teachers you are going to need you should have in mind the number of Trainees you are expecting for your PST and the number of teachers with Peace Corps experience that you would like to hire again and that would be available for the PST period. To check this, develop and distribute an availability checklist to experienced language staff.
- Select experienced training staff for rehiring based on Trainees' and supervisor's performance evaluation and training office observation.
- Confirm the required number of language staff and number of experienced language staff availability and then determine the number of new language trainers that you will need to recruit and hire.

STEP 2: SOLICIT APPLICATIONS

How to announce the position:

- Put advertisements in local/national newspapers (can be in English, also in local language, but make sure they are clear and simple).
- Use flyers (put them in different schools, universities, educational institutions where teachers often go).
- Use PCVs' recommendations, connections, tutors and counterparts or ask counterparts for recommendations.

How people apply

- You may want applicants to send a CV and a cover letter to the Peace Corps office.

- You may want them to fill in an application form prepared by Peace Corps in advance.
- If applicants have to fill in application forms, along with those forms, provide the applicants with a Statement of Work (SOW).

STEP 3: DEVELOP SELECTION PROCEDURES AND CRITERIA

Selection Procedures

- Develop a list of criteria for selecting candidates to be interviewed. (Samples are included later in this section.)
- Select candidates to be interviewed. (Be sure to select at least double the number of teachers that you will finally need, if possible, to be sure you have plenty of qualified people to choose from.)
- Make copies of the SOW available and distribute copies to the applicants invited to the interview.
- Notify the selected candidates about selection procedures and schedule.
- Review/update hiring criteria and desirable qualifications, interview questionnaire, and print the required number of copies.

Stages of selection

- Applicants send in their application forms/CVs + cover letter.
- PC hiring staff goes through application forms/CVs + cover letter and selects applicants to be invited for an interview.
- If it is necessary to check applicants' proficiency in the language to be taught, applicants should be given at least a written test in this language prior to the interview.
- Selection event or events (interview, demonstration lesson, selection/screening TOT).

Note: Some posts choose people by interview only, others use the preliminary interview to decide which "finalists" will be invited to the selection TOT, and then make a final decision at the end of that.

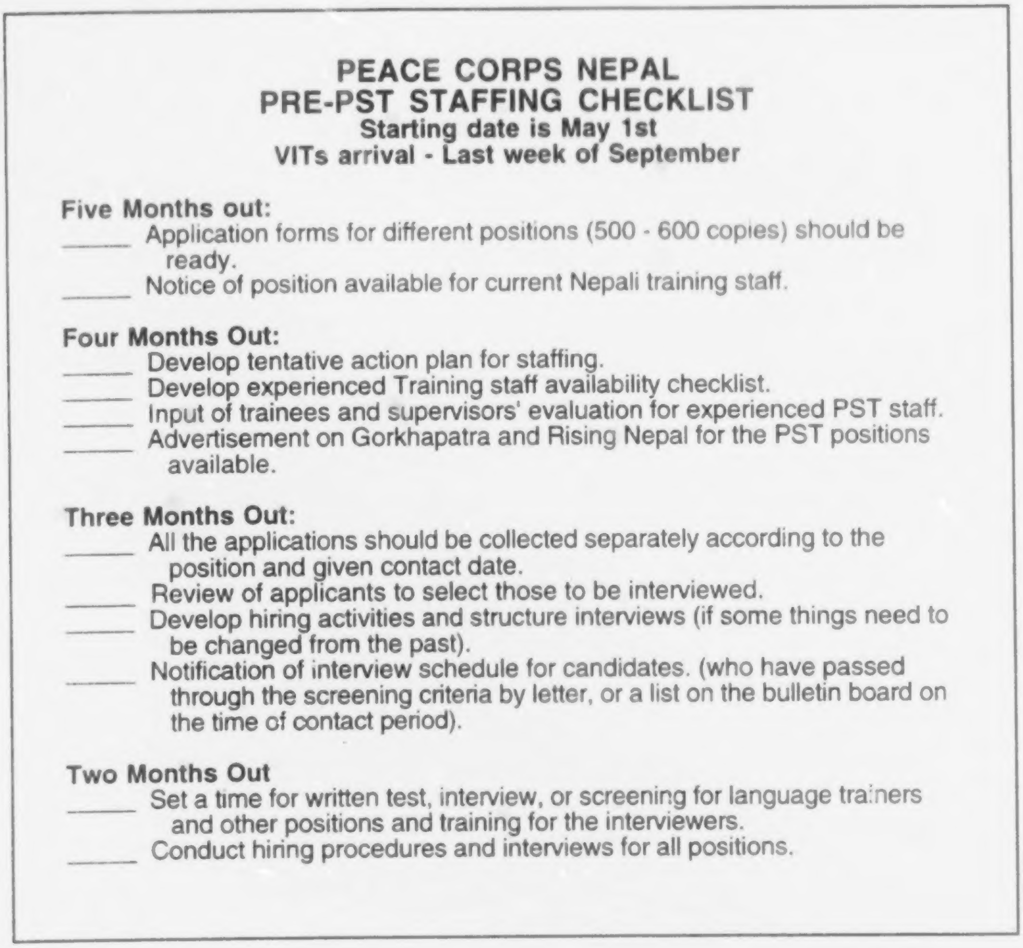
STEP 4: NOTIFYING AND HIRING SUCCESSFUL APPLICANTS

- After the selection process is finished, send the list of selected language trainers to the PC Country Director for approval with at least two candidates on the waiting list.
- After the Country Director's approval, post the results on the office notice board, inform all successful candidates, and send an invitation letter which should include contract period and may include salary. Also notify applicants who have not been selected.
- Request administrative office to prepare contract document. Provide the SOW for the contract.
- Contract documents should be ready one week before staff development / TOT begin.
- Staff will sign the contract before they go to staff development/TOT.

SAMPLES FROM THE FIELD

PRE-PST STAFFING CHECKLIST

Peace Corps Nepal uses this checklist to help organize their teaching staff for PSTs.



PEACE CORPS NEPAL
PRE-PST STAFFING CHECKLIST

Starting date is May 1st
VITs arrival - Last week of September

Five Months out:

_____ Application forms for different positions (500 - 600 copies) should be ready.
_____ Notice of position available for current Nepali training staff.

Four Months Out:

_____ Develop tentative action plan for staffing.
_____ Develop experienced Training staff availability checklist.
_____ Input of trainees and supervisors' evaluation for experienced PST staff.
_____ Advertisement on Gorkhapatra and Rising Nepal for the PST positions available.

Three Months Out:

_____ All the applications should be collected separately according to the position and given contact date.
_____ Review of applicants to select those to be interviewed.
_____ Develop hiring activities and structure interviews (if some things need to be changed from the past).
_____ Notification of interview schedule for candidates. (who have passed through the screening criteria by letter, or a list on the bulletin board on the time of contact period).

Two Months Out

_____ Set a time for written test, interview, or screening for language trainers and other positions and training for the interviewers.
_____ Conduct hiring procedures and interviews for all positions.

One Month and Three Weeks Out:
_____ Notification of results for all positions.
_____ Submit priority list of candidates to CD for approval for screening workshop.
_____ Conduct screening workshop.

One Month and Two Weeks Out:
_____ Submit recommended PST staff list to CD for approval.
_____ Develop assignment, length of contract and salary sheet.
_____ Inform all candidates and send letter of agreement to PST staff.

One Month and One Week Out
_____ Contract ready for PST staff.
_____ Staff Development Workshop and Training of Coordinators.

TIPS FROM THE FIELD

CRITERIA FOR SELECTING TEACHERS

Peace Corps Language Coordinators have developed this list of possible criteria for you to consider as you develop your position descriptions and Statements of Work for Language Instructors at PSTs:

WHERE THEY COME FROM

Candidates from the training site and/or from areas outside the training site. (If you select people from outside the training site, you may have to provide lodging, transportation and/or meals for them.)

PROFESSIONAL SKILLS

Successful trainers have the following characteristics:
- team work skills (ability to work with others, to share ideas, flexibility, adaptability)
- creativity and inventiveness
- planning, materials development skills
- organizing skills
- leadership skills
- awareness of their native language
- ability and speed of learning in an intense environment
- ability and/or readiness to work in a cross-cultural environment, and more specifically with Americans
- a hard-working and responsible attitude

TEACHING EXPERIENCE

You may consider hiring people with teaching experience and/or people without teaching experience but with willingness to be trained how to teach.

- Hiring people with prior teaching experience is essential especially when the time for teacher training prior to the PCTs' arrival is very short due to different reasons (starting the recruitment process too late, for example) or when the program is new and you need highly qualified staff to develop the program.

- Teaching experience may include teaching children, university students or foreigners living in the community. An advanced degree in linguistics should not be a requirement for staff.
- A variety of experiences and backgrounds is considered to be beneficial to the program.

PERSONAL CHARACTERISTICS

In addition to the professional skills listed above, most Language Coordinators feel that it takes a special kind of person to be a successful Peace Corps language trainer. Ideal candidates should have the following qualities:
patience, flexibility and a cooperative spirit, eagerness and enthusiasm in learning new methods and approaches, friendly, firm but not intimidating with students, good communicator, empathetic, with skills in giving and receiving constructive feedback, and open to new methodologies.

- Be wary of candidates who appear over-confident, or who are determined to use one particular methodology for language teaching. Eagerness to learn new methods and approaches is one sign of a good teacher.

DIVERSITY

The language training team should represent a variety of backgrounds and experiences, not only in regard to teaching. There should be a balance of male and female trainers, different age groups, and, if possible, representation from different regions. Consider the possibility of ethnic diversity as well. Avoid bringing in all staff from a single source, such as one university. They will have their own working dynamic established and will resist being re-shaped into a Peace Corps team.

ENGLISH

More and more PC posts require that teachers have at least some proficiency in English - the most likely medium of communication in meetings involving American and host-country staff. Discussions of Peace Corps training philosophy and course content are likely to be in English. Instructors should be able to participate in these discussions and meetings. TOTs, language resource materials, and other sources of professional development will also be most readily available to staff with English skills. It can also be useful when instructors wish to discuss learning strategies or theory with Trainees.

HOW
TO DO IT

WRITING STATEMENTS OF WORK (SOW)

The *PATS Training Supplement* contains this useful description of how to go about developing SOWs for your language training staff.

POINTS TO REMEMBER

• Well defined, accurate, statements of work can be invaluable both as a tool to help the Language Coordinator manage the language training staff, and as guidance for individual staff to plan and undertake their respective tasks. A statement of work should define the unique aspects and responsibilities, and minimum and preferred qualifications and performance standards for the position it describes.

• When hiring training staff remember that your audience is most likely a diverse collection of Trainees with varying needs and personalities. Accordingly, a good training staff will consist of a good mix of trainers of diverse interests and personalities. The key is that you are looking to hire a team, not a set of individuals who each fit your vision of the perfect "trainer."

• Also, remember that all training staff, in addition to their primary responsibilities, will serve as cross-cultural facilitators/resources, and therefore must be capable of presenting their technical skills in a cultural context. They will also need to make themselves available to the Trainees on both a formal and informal basis.

The following is an example of a statement of work for a language instructor and guidance pertaining to the qualifications and attributes to consider when hiring candidates. As with other suggestions in this manual, you must tailor the guidance and examples to meet your specific training needs.

STATEMENT OF WORK
Language Trainer for Pre-Service Training:

Begin date - ending date
Reports to: Language Coordinator
Coordinates with: All language training staff.

POSITION SUMMARY: Conduct language training classes with small groups of Trainees. Follow prescribed curriculum and effectively use a variety of language training techniques and methodologies. Participate in the evaluation of the language training program and the assessment of Trainees performance.

DUTIES AND TASKS:

Preparation Phase:

- Participate in a 3-5 day Language Instructors workshop component for TOT.
- Attend and participate in PST Staff Training, which should include goals and philosophy of Peace Corps training, concepts of integrated training, time for refining session plans and team building.
- Participate in the preparation of language training materials or resources under the supervision of the language coordinator.
- Participate in the preparation of the training site for the language training program.

Implementation Phase:

- Teach language classes.
- Provide feedback concerning Trainee performance at regularly scheduled intervals.
- Respond to regular Trainee evaluations of language training.
- Actively participate in language training staff meetings by making recommendations for training improvements, including staff morale.
- Document Trainee performance in language training (under the supervision of the language coordinator) to inform decisions to recommend or not recommend that a Trainee become a Peace Corps Volunteer.

After Training Phase:

- Contribute to the final language training report.
- Participate in the compiling and storing of language training materials.

QUALIFICATIONS:

Minimum Qualifications

- Demonstrated academic or other qualifications indicating more than speaking fluency in the required language, and also an understanding of the language's grammatical structures and the ability to write.
- Some fluency in English.

Preferred Qualifications

- Experience with Peace Corps language training.

SAMPLES FROM THE FIELD

SAMPLE LANGUAGE INSTRUCTOR POSITION DESCRIPTION

Developing a clear position description or statement of work is a necessary first step for both recruiting and hiring teachers. As with all statements of work, it should clearly delineate duties, responsibilities and other expectations about performance. It should also include specific information about the length of the contract and pay scales, since this information will be important when you start advertising for qualified candidates.

This sample is based on a position description for language instructors that was developed by Peace Corps Philippines:

Peace Corps Philippines
PST Language Instructor

The Language Instructor is primarily responsible for teaching the _(Tagalog)_ language to the Trainees under the direct guidance of the Language Coordinator, as requested by the Pre-Service Training (PST) Director.

Reports to: Language Coordinator
Coordinates with: Lead Teachers and Other Language staff members

Position Summary: Responsible for the planning, implementation, and evaluation of the daily language learning activities of Trainees. Serves as cultural information resource for Trainees.

Duties and Tasks:
- Actively participate in the Training of Trainers workshop held prior to PST.
- Build teamwork and support PC staff and PST team efforts and decisions.
- Design and implement lesson plans based on acquisition of specific language competencies that Trainees should achieve. Lesson plans to be developed using the Peace Corps lesson planning format and incorporating language, cultural, and technical language objectives.
- Conduct language classes making appropriate changes based on feedback received and learning needs of the Trainees. Develop Trainees' cross-cultural skills by acting as a language and cultural information resource.
- Assist Coordinators in designing and implementing integration of Language/Technical/Cultural lessons.

- Be available outside "classroom" hours to assist with language learning (individual tutorials and conferences with Trainees, cross-cultural trips/excursions/field visits as requested by the PST Director)
- Assist LC and lead language instructors during PST in grouping by providing timely and regular feedback on Trainees' progress.
- Assist in designing round-up and evaluation materials (oral and written) and activities (simulation activities and out-of-classroom language "tasks") to provide timely and regular feedback to trainees about their progress in the language. Orient LC and other language staff in these evaluative processes, and actively participate in evaluation sessions.
- Meet with other language staff to evaluate Trainee progress and make recommendations for appropriate individual learning strategies and approaches to facilitate trainee progress in language acquisition, while maintaining professional confidentiality.
- Evaluate the success of the lesson, document comments, ideas and suggestions to assist with future implementation.
- Observe the limits of confidentiality with Volunteers and staff.
- Submit all lesson plans, language materials and other documentation to the LC. All materials developed under this contract are the sole property of the United States Peace Corps.
- Perform other related duties, as necessary, for the smooth implementation of PST.

Contract: June 6 through September 6, 1996
Training Schedule: 8.00-17.30 Monday through Friday.(Includes one and a half hour lunch break.)Transportation stipend provided.
Daily Rate:_______ - no Peace Corps PST experience
_______ - with Peace Corps PST experience
Salary payments will be made only for actual days worked.

HOW TO DO IT

ANNOUNCING THE POSITION AND SOLICITING APPLICATIONS

Deciding how you will solicit applications, from whom and in what form is an important next step after you have determined your staffing needs. But you need to have all the other aspects of your selection process in place before you release the publicity and application announcements.

WHERE TO ADVERTISE

You will want to attract the widest number of qualified candidates as possible, so be sure to consider a **range** of publicity options, such as local/national newspapers (both English and local language publications) as well as posters for distribution to different schools, universities, educational institutions where teachers often are found.)

Remember to use Peace Corps connections to advertise the position and distribute announcements to PCVs and other Peace Corps staff and ask them to recommend connections, counterparts and tutors who might also be interested in applying.

WHAT TO INCLUDE IN YOUR ANNOUNCEMENT

You may wish to use the opportunity to alert qualified candidates for all aspects of the training program (technical coordinators, secretarial staff, etc.) so discuss the goals and scope of your announcement with other members of the training staff and decide specifically who your target audience is going to be.

Announcements should at a minimum, include the following information:

- **Basic qualifications:** The minimum requirements, without which you are not willing to consider an announcement. These may include education, language skills, previous teaching, and so forth.
- **Desirable qualifications:** These may include desirable qualities that would give the candidate an advantage.

- **Dates and Place of Employment:** When and how long, and where the training is to take place--especially if you expect trainers to live at the training site or in villages.
- **Salary and other benefits:** These will vary from program to program, housing at the training center, meals, etc.
- **Clear description of duties:** Many posts expect teachers to also develop materials as well You should have developed a Statement of Work before you begin advertising the position.
- **How to apply:** Where, when, what accompanying documents, such as letters of recommendation, university transcripts, work history.

APPLICATION FORMATS

You may want applicants to send a CV and a cover letter to the PC office, or you may decide to develop an application form for them to fill in. An application form will ensure that you get all the information you consider to be important in making your selection, but a CV will give you an idea of how the applicants describe their experience in their own terms--what they consider important and relevant to Peace Corps. You will need to weigh the advantages of both approaches.

SAMPLES FROM THE FIELD

POSITION ANNOUNCEMENTS

Here are examples of position announcements that were developed in Bulgaria and Romania. The first represents an announcement for the entire training staff; the second language teachers only.

Position Announcement

The United States Peace Corps program in Bulgaria seeks qualified and motivated candidates for temporary positions as Language Instructors, Technical Training Coordinators, and Technical Training Assistants in TEFL, Small Business Development, and Environmental Affairs during our upcoming Pre-Service Training Program.

Language Instructors will work as part of the Language Training Team to develop basic communicative language skills among Peace Corps Trainees during an intensive 12 week training program. Successful candidates will have Bulgarian or English philology as a major or second subject, have teaching experience and/or desire to be taught how to teach Bulgarian to foreigners following modern communicative language learning approaches for adults, be able to work full-time between June 2 and September 6 with an opportunity to take a one-week unpaid leave, and be willing to work cooperatively as part of a team. Speaking English is essential.

Interested candidates should submit their CV in English to Peace Corps, 7 Gerlovo Str., 1504 Sofia, not later than 2.12.1996.

JOB ANNOUNCEMENT

PEACE CORPS
ROMANIA

Are you interested in working over the summer ?

Over the summer period, (June- Sept.1996) Peace Corps is organizing a training for the next group of volunteers coming to Romania..
One part of the training consists of learning Romanian, in an intensive program.
A team of very dedicated, extraordinary people has been working on this program for the past 5 years.
This year we are looking for new, enthusiastic people to refresh our team.

So, if you think you would like the challenge of teaching Romanian as a foreign language, we offer :

- **a 2 to 3 month contract**
- **at least 5 days of training in the latest teaching methodology**
- **the opportunity to work in an American environment as a representative of the Romanian culture**

The application process will start on April 17, 1996.

Basic requirements are:

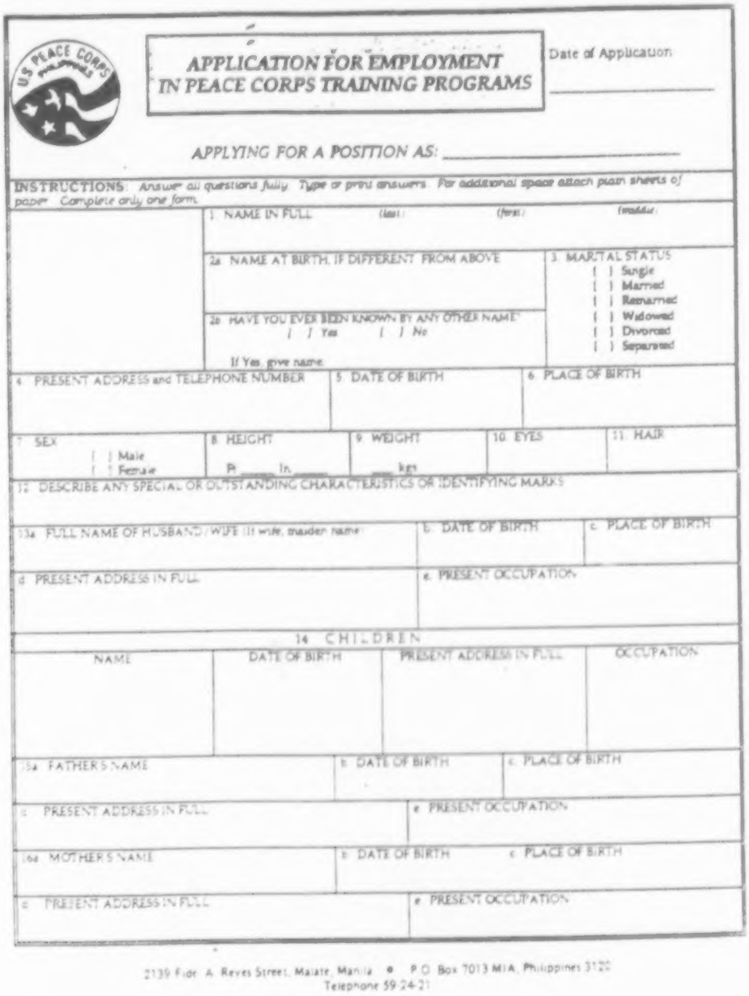
- University graduates or undergraduates, Philology preferred
- Some knowledge of English language
- Housing in Bucharest for the period of the contract (June to September) and 5 days in May

If you are interested, please contact Mihaela Bobeica or Laura Bologea at the end of April at Peace Corps Office (tel. 312.12.89. or 311.15.85 - address : str. Negustori nr.16, sector 2, Bucuresti) for Application forms. (An Ad will be posted in newspapers around the same period.)

SAMPLES FROM THE FIELD

SAMPLE APPLICATION FORM

As mentioned above, you may wish to develop an application form for candidates for teaching positions to fill out. This will ensure that you get the same kinds of information from each applicant, and thus make the process of choosing who to interview a more consistent process. This is an application form that was developed by Peace Corps Philippines.



APPLICATION FOR EMPLOYMENT IN PEACE CORPS TRAINING PROGRAMS

Date of Application ______________

APPLYING FOR A POSITION AS: ______________

INSTRUCTIONS: *Answer all questions fully. Type or print answers. For additional space attach plain sheets of paper. Complete only one form.*

1. NAME IN FULL (last) (first) (middle)

2a. NAME AT BIRTH, IF DIFFERENT FROM ABOVE

2b. HAVE YOU EVER BEEN KNOWN BY ANY OTHER NAME?
☐ Yes ☐ No
If Yes, give name

3. MARITAL STATUS
☐ Single
☐ Married
☐ Remarried
☐ Widowed
☐ Divorced
☐ Separated

4. PRESENT ADDRESS and TELEPHONE NUMBER

5. DATE OF BIRTH

6. PLACE OF BIRTH

7. SEX
☐ Male
☐ Female

8. HEIGHT
Ft ____ In ____

9. WEIGHT
____ kgs

10. EYES

11. HAIR

12. DESCRIBE ANY SPECIAL OR OUTSTANDING CHARACTERISTICS OR IDENTIFYING MARKS

13a. FULL NAME OF HUSBAND/WIFE (If wife, maiden name)
b. DATE OF BIRTH
c. PLACE OF BIRTH
d. PRESENT ADDRESS IN FULL
e. PRESENT OCCUPATION

14. CHILDREN

NAME	DATE OF BIRTH	PRESENT ADDRESS IN FULL	OCCUPATION

15a. FATHER'S NAME
b. DATE OF BIRTH
c. PLACE OF BIRTH
d. PRESENT ADDRESS IN FULL
e. PRESENT OCCUPATION

16a. MOTHER'S NAME
b. DATE OF BIRTH
c. PLACE OF BIRTH
d. PRESENT ADDRESS IN FULL
e. PRESENT OCCUPATION

2139 Fidr. A. Reyes Street, Malate, Manila • P.O. Box 7013 MIA, Philippines 3120
Telephone 59-24-21

22 EDUCATION

NAMES AND LOCATIONS OF EDUCATIONAL INSTITUTIONS ATTENDED	DATES ATTENDED		DEGREES	MAJOR SUBJECTS
	FROM	TO		

23. REFERENCES. *List three competent and responsible persons, not related to you by blood or marriage who are particularly qualified to supply definite information regarding your character and ability. (Do not give names of supervisors listed in 24.)*

NAME	FULL ADDRESS	OCCUPATION

24. EMPLOYMENT. *(In the space provided below describe every position which you have held since you first began to work. Start with Present Position and work back to the first position which you held. Account for all periods of unemployment and state reasons for any unemployment indicated. If space is not enough, use extra sheet.)*

IF CURRENTLY EMPLOYED MAY WE APPROACH PRESENT EMPLOYER? [ ] Yes [ ] No

a. DATE OF EMPLOYMENT *(Month, Year)*	EXACT TITLE OF YOUR POSITION	Salary Earnings Start /yr Final /yr
NAME and ADDRESS of EMPLOYER NAME and TITLE of SUPERVISOR REASON FOR WANTING TO LEAVE	DUTIES	
b. DATE OF EMPLOYMENT *(Month, Year)*	EXACT TITLE OF YOUR POSITION	Salary Earnings Start /yr Final /yr
NAME and ADDRESS of EMPLOYER NAME and TITLE of SUPERVISOR REASON FOR WANTING TO LEAVE	DUTIES	
c. DATE OF EMPLOYMENT *(Month, year)*	EXACT TITLE OF YOUR POSITION	Salary Earnings Start /yr Final /yr
NAME and ADDRESS of EMPLOYER NAME and TITLE of SUPERVISOR REASON FOR WANTING TO LEAVE	DUTIES	

---

17. LIST ANY RELATIVES OR FAMILY MEMBERS WHO ARE EMPLOYED BY ANY AGENCY OR REPRESENTATIVE OF ANY NATIONAL OR LOCAL GOVERNMENT.

NAME	RELATIONSHIP	NAME AND ADDRESS OF GOVERNMENT AGENCY

18. LIST ANY PERSONAL, BUSINESS, OR PROFESSIONAL CONTACTS WHICH YOU HAVE OR HAVE HAD IN THE UNITED STATES.

NAME OF FIRM OR INDIVIDUAL	BUSINESS OR OCCUPATION	ADDRESS IN FULL

19. LANGUAGES *(Name and Indicate the Extent of your Competence, i.e. Excellent, Good)*

LANGUAGE/S	SPEAK			READ			WRITE			UNDERSTAND		
	EXC	GOOD	FAIR	EXC	GOOD	FAIR	EXC	GOOD	FAIR	EXC	GOOD	FAIR

20. TRAVEL *(If you have ever traveled in any other countries, give the dates, duration and purpose of such travel.)*

COUNTRY	DATES		PURPOSE
	FROM	TO	

21. MEMBERSHIP. *List societies, associations, clubs and other organizations of which you are now or have been a member, except religious or political affiliations.*

NAME	ADDRESS	TITLE	FROM	TO	OFFICE HELD

b. DATE OF EMPLOYMENT *(Month, Year)*	EXACT TITLE OF YOUR POSITION	Salary Earnings Start /yr. Final /yr.
NAME and ADDRESS of EMPLOYER NAME and TITLE of SUPERVISOR REASON FOR WANTING TO LEAVE	DUTIES	
c. DATE OF EMPLOYMENT *(Month, year)*	EXACT TITLE OF YOUR POSITION	Salary Earnings Start /yr. Final /yr.
NAME and ADDRESS of EMPLOYER NAME and TITLE of SUPERVISOR REASON FOR WANTING TO LEAVE	DUTIES	

25. SPECIAL QUALIFICATIONS AND SKILLS

a. *List any Special Skills You Possess and Machines and Equipment you can operate.*	b. Approximate number of words per minute Typing ____________ Shorthand ____________

26. *Have you ever been discharged or forced to resign for misconduct or satisfactory service from any position? If answer is "Yes", GIVE FULL DETAILS under item 29.*

27a. *Have you now or have you ever had any physical defects or disabilities whatsoever?* [ ] Yes [ ] No	b. *Have you ever had a nervous breakdown?* [ ] Yes [ ] No	c. *Have you ever had a tuberculosis?* [ ] Yes [ ] No

IF ANY OF YOUR ANSWERS TO ANY OF THE ABOVE IS "YES", GIVE DETAILS UNDER ITEM 29.

28. *Have you ever been arrested or detained by any police or military authority? If so, name the authority, give time, place, and reason for arrest or detention and the disposition of court action.*

29. *Use this space for completing answers to any of the foregoing questions, numbering answers to correspond with questions. Add any information not covered above which, if known, might affect your employment. Use extra blank sheets if necessary.*

CERTIFICATE OF CORRECTNESS

(Before signing this form check over it to make sure you have answered all questions fully and completely. False statement on this application is cause for dismissal.)

I DO SOLEMNLY AFFIRM THAT THE INFORMATION CONTAINED HEREIN IS CORRECT TO THE BEST BEST OF MY KNOWLEDGE AND BELIEF.

SSS Number: ________________ Signature ____________________ Date ______________

THINGS TO THINK ABOUT

DECIDING WHO TO INTERVIEW

In many countries, it is not possible to interview all the interested candidates who submit applications. Here are two sets of criteria that were developed to help coordinators decide who to interview. They list some good things to think about, but you will want to develop your own set of criteria for deciding which candidates to choose in the "first cut" of the selection process, based on the particular requirements and realities of your post.

In the Czech Republic, language staff developed the following rating system to make the first decisions about who should be invited to the next stage of the hiring process.

CRITERIA FOR SELECTING TEACHERS

We don't have the resources to interview and train all of them (over 100 responses must be limited to about 30). To make our job easy we can divide our answers into **three initial categories:**

obviously qualifies
might qualify
obviously does not qualify

We can think of our overall impression as amounting to 100%.
Answers to each question can raise our impression by a certain number of points.

30% - Experience can be both positive and negative, and always has to be judged in conjunction with other factors. If someone admits to no experience but has a strong drive to learn, it might be better than someone with 20 years of teaching Czech as a Second Language (CSL). Although, technically, we want people who have taught CSL, the preference is for people who have taught it more recently. Other backgrounds are welcome too. I would give high rating to anybody in arts and drama, or students of pedagogy, psychology and sociology.

Students and teachers of English or other foreign languages may be more desirable than those of Czech. For ranking in this category we can use these criteria:

University degree in arts - 3pts
University student/degree in science - 2pts
Experience with teaching other language - 5 pts

Experience with CSL - 8 pts
Experience with drama - 7 pts
Lived/worked overseas - 6 pts
Other (balancing the above +/-)

20% - English/communication skills are important. We want at least half of our teachers to speak fairly good English. If someone says that their English is not very good but they can always get their point across, that's good too. People who say that they get along well with others are fine, too, but that's only a part of it.

30% - Expectations will vary. What we want most are people who want this as an experience for their future. People who want to share our culture and help the Americans to get around are even better. I would hesitate if someone wanted this primarily to improve their English skills.
For ranking in this category we can use these criteria:
Experience for the future - 4
Learn about other cultures - 6
Learn about one's own culture/language - 10
Help Americans with their transition into the new culture - 10
Other (balancing the above +/-)

20% - Balance of the answers is important. The style of the answers may be important also . This, of course, is very subjective.

Anglophone Africa Language Coordinators developed this list of characteristics for language trainers at a recent Regional TOT:

CHARACTERISTICS OF THE IDEAL LANGUAGE TEACHER

- **Trainer should be able to function out of class as a**

(1) team member
(2) participant in cross-culture sessions
(3) resource person

- **Trainer should:**

(1) know the demands of the training concerning:
    policies
    aims
    expectations
    adult Learning

(2) have attained certain level of knowledge about the language:
    structure
    spelling
    mechanics

(3) have a "global" view of country and culture

(4) have previous experience in teaching, curriculum and materials development of the language to foreigners/adults

(5) have adequate English skills

(6) have these interpersonal characteristics
    Flexible
    Creative
    Attitude
    Committed/cooperative
    Reliable
    Relationships
    Basic understanding of own cultural values

HOW
TO DO IT

INTERVIEWING CANDIDATES

PURPOSES OF INTERVIEWS

Posts use different techniques for making a final decision about who to hire. Many posts make an initial selection based on application forms and CVs. They then interview a portion of those candidates. In some posts, final decisions about hiring are based on those interviews. In other posts, the interview is used to decide who will participate for the next stage of the selection process, participation in a selection TOT, the teaching of a demonstration lesson, or a combination

The kind of selection process you choose for your program will probably depend on a number of factors, especially the history at your post, and the resources you have available in terms of time, money and personnel to develop and carry out the selection process. The number of new teachers to be hired will also be an important factor. If you only need three or four new teachers, you may not want to go to the trouble of developing a selection TOT, or you may want to make a preliminary selection based on interviews and a demonstration lesson, and then make your final selection based on their performance during the TOT which you will conduct for all teachers before the beginning of the PST.

DEVELOPING AN OBJECTIVE RATING SYSTEM

The difficulty with interviews is that it is sometimes difficult to ensure that everyone gets asked the same questions and has the same opportunities to respond to them. Therefore, it's important to set up an interview protocol, or at the very least, as list of questions which you will ask to all candidates. By ensuring that everyone has the same opportunities to respond, it is easier to make valid comparisons between candidates. You will need to develop one that works for the cultural and professional realities at your post and will yield information about characteristics that are appropriate for your situation. It is important to establish a consistent and objective method for evaluating responses before you begin the interviews, so that the process of evaluating candidates becomes a much easier one.

CONDUCTING INTERVIEWS

Peace Corps Language Coordinators have recommended the following things to keep in mind as you set up your interview procedures:

- Interviews should be conducted by a committee of at least two people from PC staff so that they are objective
- An interview should last twenty minutes to thirty minutes.
- Interviewers should rate responses for each question asked during interview.
- Interviewers should make the interviewees feel comfortable and at ease. Do not be imposing and do not show your attitudes or feelings during the interview.
- You may want to have two to three applicants interview together. In this way, it is easy to assess their ability to communicate with others, but you must take into consideration the cultural background and interviewers must feel comfortable conducting an interview in this way.
- Look for individual teacher abilities and prioritize them.
- At the end of the interview give candidates an explanation about PST and the working situation.
- Depending on the number of applicants and on the number of people you want to select, select as many as possible from the interviews to be invited to a (screening/selecting) TOT workshop.
- Once you have the whole group selected, put the résumés on the table and check that there is a variety of teachers.

USEFUL INTERVIEW IDEAS AND QUESTIONS

- Ask the interviewee to bring materials, such as ones that they have developed or used.
- Ask about community activities the interviewee participates in.
- Ask for performance references.
- In interviews include different types of questions: both yes/no and open ended:
    - Have you taught adults?
    - What do you think you can contribute?
    - What are your expectations?
    - Create a scenario - how will you handle the situation?
    - What questions do you have for us?
    - Are there other issues we have forgotten?
    - Why did you leave your previous job?

SAMPLES FROM THE FIELD

SAMPLE INTERVIEW PROTOCOL

Here is a rating sheet that was adapted from a form developed for interviewers in ECAM countries to help them evaluate interview candidates in a consistent and systematic way. In this system interviewers assign numerical values to responses. They are guided by some examples of what constitutes high and low ratings. You will need to develop a system that works for the cultural and professional realities at your post. This may require that you identify appropriate characteristics that you are trying to find out about during the interview so you can write more appropriate questions. But by trying to establish a consistent and objective method for evaluating responses before you begin the interviews, you will make the process of evaluating candidates a much easier one.

APPLICANT______________________
Interview Date____________________

PEACE CORPS LANGUAGE TRAINER INTERVIEW SCORE SHEET

This structured interview format for Language Trainers has been divided into two sections: Section 'A' aims to assess the applicant's language proficiency in the language to be taught. Section B aims to assess knowledge, behavior, skills and attitudes required of the job. It is divided into two parts: the first part asks specific questions, and the second asks the applicant sto role play how they would respond to certain problem situations involving trainees.

SECTION A: Evaluate the applicant's ability in English by using the following seven questions. For each question, choose a value between zero and five, zero representing an unsatisfactory rating and five exceptional. Try to score each answer before the next question is asked . When you cannot do this, write words or phrases that will help you make your decision on scoring the applicant's answer.

Unsatisfactory/Average/Exceptional
0 / 1 / 2 / 3 / 4 / 5 /

(1) Biographical Information ________
(2) Interests, hobbies, and special skills ________

(3) Work experience: Highlight accomplishments,
satisfaction level, major problems encountered
and how resolved. _______
(4) What made you decide to apply to work for Peace Corps? _______
(5) What do you know about this organization ? _______
(6) Have you dealt with foreigners / Americans before?
On what level (co-workers, friend, supervisor, etc.) _______
(7) What did you learn from the experience? _______
(8) What do you feel are your strengths and weaknesses?
In which areas of the Language Instructor SOW
do you feel you would do best ? _______

SECTION B: For each question allot a maximum of 5 points:

(9) What are the most important functions of a Language Instructor ?
Listen For: *planning, implementation, and evaluation in daily language learning activities for Trainees, motivation, intercultural resource* _______

(10) A rather outspoken trainee has made some statements in the language class that are very upsetting to you. What will you do?
Listen For: *Meet with the Trainee, alone* _______

(11) How could you as Language Instructor know what the trainees are thinking about your instruction?
Listen For: *Listening to Trainees and getting their opinions* _______

Role Play: Give points for each useful idea expressed. Say you are a Language Instructor and one Trainee approaches you.
(12) Trainee: "Language Training is not going too well for me, because you always ask me to do different activities and I need more drill and not all these fancy activities."
Listen For: *Getting specific examples of the problems* ; *explore how the Trainee might solve the problem* _______

(13) Trainee says angrily ." My host family always wants to speak in English with me. How can I learn?"
Listen For: *Acknowledge; talk to the family; go to the LC ; help Trainee identify alternatives* _______

(14) Trainee frequently complaining about not feeling well "I still have a headache" "I felt dizzy yesterday; "I have diarrhea again."
Listen For: *Show understanding/sympathy* ; *identify the problem* _______

(15) The Cross-Cultural and Technical Trainers would like to coordinate activities, but you have already developed your lessons for the week. How do you handle this?
Listen For: *Show flexibility; explore future weeks' lesson plans* _______

HOW TO DO IT

OBSERVING CANDIDATES

OBSERVATION CONTEXTS

In many countries Language Coordinators use the interview process as an opportunity to make a "second cut" of candidates after reviewing application forms. The final step is to watch applicants in action. This is most often done by inviting applicants to a selection TOT where they can be observed in a number of situations. This often involves paying for applicants to attend the TOT (i.e., providing food, housing, transportation or a daily stipend.) Therefore, you will probably want to limit this option to a small number of the most promising candidates.

More information on selection TOTs is provided in Section 9 (Training of Trainers) of this manual. But whether you decide to do your observations in the context of a TOT or merely as demonstration lessons with a group of other candidates or more experienced language teachers from previous PST acting as "students" , there are two major areas that you will want to pay attention to: teaching style and group reaction.

OBSERVING DEMONSTRATION TEACHING

By watching candidates actually teach, you can usually get a pretty good idea of how they will behave in front of a group of Trainees. The area of teacher observation is covered in more detail later in this section, but how you design your demonstration lesson observation will depend in large part on the state of your program and how much lesson development you will be expecting your teachers to do.

If your curriculum and materials are set, you might just ask the candidates to prepare a given lesson and teach it to each other while you watch. If you will be requiring your teachers to simultaneously develop materials and activities, then you may want to ask them to design a lesson based on a given competency and sample language that you have selected from your curriculum.

The general points that were mentioned about interviews are also relevant to the process of observation. A very quiet teacher may be quite effective in working with Trainees, but if his or her demonstration lesson immediately follows that of a very dynamic and outgoing teacher, it may be difficult to fully appreciate the different style of presentation. So it's a good idea to develop a set of clear criteria and a systematic rating scale for use during the observations.

OBSERVING GROUP INTERACTIONS

Being a good team player is an important qualification for Peace Corps language instructors, so you will also want to pay attention to how the candidates relate to other people in the group. Having them participate in a TOT is a good way to observe their interaction skills, but even when this is not the system you are using, you can ask other people on the training staff about their observations of candidates. Were they polite and friendly to the clerical staff and other applicants? How did they "come across" outside of the formal interview or demonstration teaching situations? Again, having some basic, culturally and professionally appropriate criteria in mind before you start the observation process will help ensure that your observations are consistent, systematic, and comprehensive.

SAMPLES FROM THE FIELD

SAMPLE OBSERVATION GUIDES FOR DEMONSTRATION LESSONS

Peace Corps Nepal has developed two useful assessment guides for use during demonstration lessons during a selection TOT. The first guide is designed for self-assessment, asking the candidate to rate his or her own performance in the demo lesson. The second form is for the language coordinator or other evaluator to use as they observe the applicant's performance.

TRAINER SELF ASSESSMENT GUIDE FOR LEARNING FROM EXPERIENCE (DEMO LESSONS)

This guide is provided not as an evaluation form, but to enable you to critique your performance and to make plans for improving your skills. There are no "ratings." You are simply asked to reflect on how you perceive your behaviors and which behaviors you want to change and how.

Self Assessment Questions

1. How anxious were you about doing this demonstration?
2. How clear were you about what you wanted to achieve as a result of this demonstration? (your objectives and expected outcomes).
3. How did others respond to your behavior? How do you know ?
4. Describe your approach to student response time after asking them questions.
5. Describe your speech and movement pace.
6. If you made any mistakes, how did you handle them ? What are some alternative ways of handling such errors in the future?
7. Were your materials adequate for what you wanted to achieve?
8. What would you like to do differently next time? Why?

EVALUATION FORM
LESSON DEMONSTRATION / OBSERVATION

Date: ____________________

Name of Observer ____________________

Name of Teacher: ____________________

No. of day in demonstration ________________

I. Presenting

a. How did the LI bring out what learners already know ?

b. Was enough time spent on comprehension for the given stages of learning (beginning, middle, end)?

c. If not, how could this be increased ?

d. Was the amount of material introduced appropriate (not too much, not too little)?

II. Practicing

a. Was there enough practice ?

b. Individual words

c. Whole dialogue

d. Parts of dialogue

e. Meaning of vocabulary

f. Pronunciation

g. Grammar pattern

III. Applying

a. Was the activity truly set in an actual, real life situation, or was it a simulation?

b. How could the activity be made more authentic ?

IV. Formative Testing

a. What specific feedback was given ?

b. What adjustments were made in the lesson ?

SAMPLES FROM THE FIELD

SAMPLE OBSERVATION GUIDES FOR GROUP INTERACTION

One Peace Corps country developed this guide to document how candidates perform during a selection TOT. It clearly identifies some of the behaviors that indicate how well the applicant relates to other members of the training program.

TEACHER EVALUATION CHECKLIST

Observe selected teachers and answer the questions below as accurately as possible.

Teacher's Name: ______________________ **Date:** _______ **Initials:** ___

	Yes	Most of the time	No
GROUP PARTICIPATION:			
Did s/he appear to be an attentive listener?	○	○	○
Did s/he ask questions when something wasn't clear?	○	○	○
Did s/he actively participate in the group activities?	○	○	○
SMALL GROUP PARTICIPATION:			
Did s/he take the lead, or did s/he let others solve the problem?	○	○	○
Did s/he let other people express their opinions?	○	○	○
Did s/he accept everything presented to him/her without reservations, or did s/he approach each topic critically?	○	○	○

PARTICIPANT'S ATTITUDE TOWARD THE TRAINING

Please, describe briefly your overall impression of the participant. Does your evaluation match with the participant's self-assessment ?

HOW
TO DO IT

NOTIFYING AND HIRING CANDIDATES

ADMINISTRATIVE PROCEDURES

Be sure to check with the administrative officer and CD of your post to find out what administrative procedures are necessary for the hiring process. When you shared the SOW and hiring procedures with other members of the staff, you should have learned about their expectations regarding:
- approval of your hiring decisions by the CD,
- the kinds of information and time frames necessary for writing up and negotiating teaching contracts,
- your role in that process. In most posts the ultimate authority for this kind of negotiation is the PC Admin. officer, so the role of the Language Coordinator at this stage of the process may be less direct.

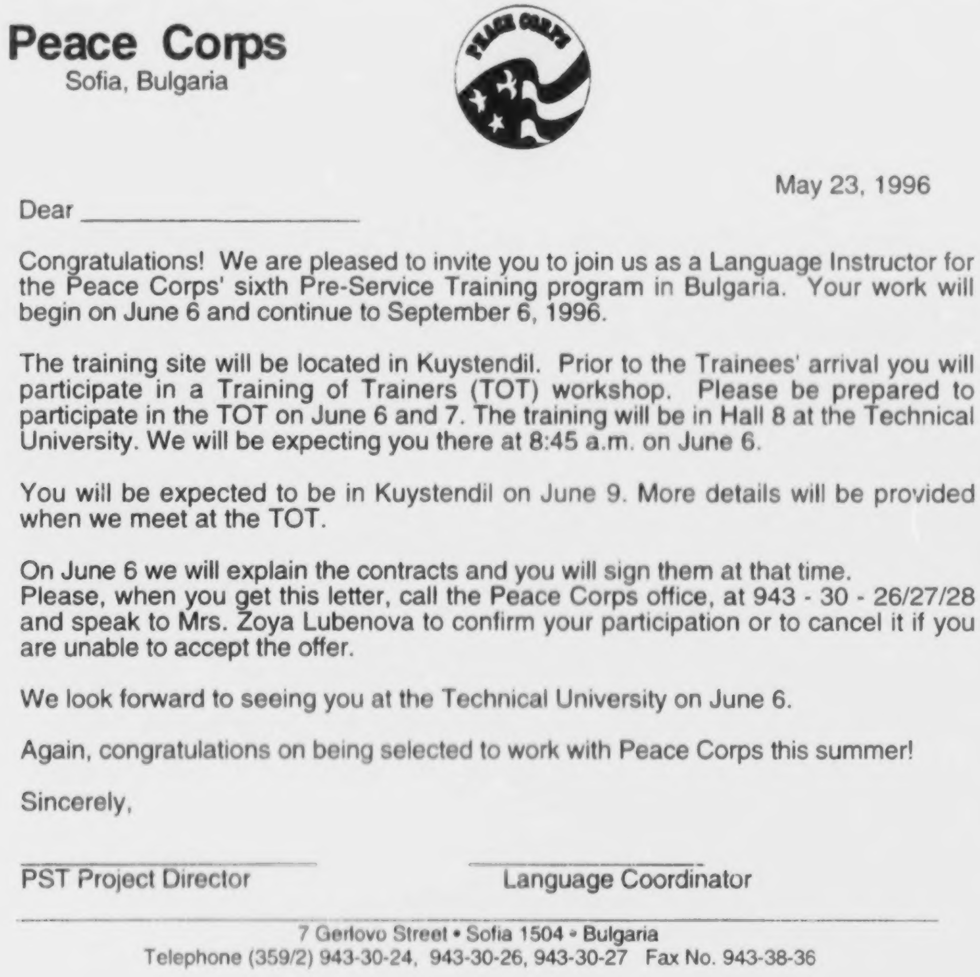
Make sure you begin this process in time for all contracts to be ready for signing before the beginning of the PST period or the Staff Development Workshop/TOT. It may also be a good idea to select a couple of alternate candidates (especially if the selection process has taken a long time between initial application and final selection) in case some people's availability has changed.

NOTIFYING CANDIDATES

Once you have made your decisions about who you want to hire (and who you don't want to hire) you need to let them know of your decision. For candidates that you don't want to hire, a simple letter thanking them for their interest is probably enough. For successful candidates, you will need a letter of congratulations, inviting them to work for Peace Corps. The letter should also confirm information about the exact dates of the contract period, and advise them of next steps. In posts where the salary has already been determined and is not open to negotiation, you can include that information as well.

Below are sample letters used in Bulgaria to inform successful and unsuccessful applicants.

SAMPLE LETTER OF ACCEPTANCE



Peace Corps
Sofia, Bulgaria

May 23, 1996

Dear ____________________

Congratulations! We are pleased to invite you to join us as a Language Instructor for the Peace Corps' sixth Pre-Service Training program in Bulgaria. Your work will begin on June 6 and continue to September 6, 1996.

The training site will be located in Kuystendil. Prior to the Trainees' arrival you will participate in a Training of Trainers (TOT) workshop. Please be prepared to participate in the TOT on June 6 and 7. The training will be in Hall 8 at the Technical University. We will be expecting you there at 8:45 a.m. on June 6.

You will be expected to be in Kuystendil on June 9. More details will be provided when we meet at the TOT.

On June 6 we will explain the contracts and you will sign them at that time.
Please, when you get this letter, call the Peace Corps office, at 943 - 30 - 26/27/28 and speak to Mrs. Zoya Lubenova to confirm your participation or to cancel it if you are unable to accept the offer.

We look forward to seeing you at the Technical University on June 6.

Again, congratulations on being selected to work with Peace Corps this summer!

Sincerely,

____________________ ____________________
PST Project Director Language Coordinator

7 Gerlovo Street • Sofia 1504 • Bulgaria
Telephone (359/2) 943-30-24, 943-30-26, 943-30-27 Fax No. 943-38-36

SAMPLE LETTER OF REJECTION

Peace Corps
Sofia, Bulgaria

May 22, 1995

Dear ______________________

Thank you very much for your participation in the Training of Trainers workshop for selecting language instructors to work for the Peace Corps' Pre-Service Training Program in Bulgaria.

We appreciate your participation, but we can only hire six language instructors. We are sorry to inform you that you have not been selected for the Training Program.

However, due to staffing changes, illnesses or emergencies, we may wish to use your services at some later time, should such a situation arise and you are available.

Thank you again for your interest in Peace Corps. Though you were not chosen this time, we were impressed enough with your qualifications and experience to encourage you to apply for any positions available in the future.

We wish you the best of luck in your future endeavors.

Sincerely,

_____________________ _____________________
Programming and Training Specialist Language Coordinator

7 Gerlovo Street • Sofia 1504 • Bulgaria
Telephone (359/2) 943-30-24, 943-30-26, 943-30-27 Fax No. 943-38-36

OVER VIEW

PURPOSES AND METHODS OF TEACHER ASSESSMENT

WHY WE ASSESS TEACHERS

Language Coordinators perform different kinds of assessments of teaching staff for a variety of reasons:

- to make decisions about hiring and retention of teachers
- to assess LIs' areas of strength and weakness
- to help them improve their skills
- for general program evaluation
- to evaluate consistency with curriculum

The process of formal summative assessment is discussed a little later. This is the kind of assessment that you will make at the end of the PST to meet the first two goals listed above. But the process of assessment is on-going, and you will also find that you need to make a variety of informal assessments to help teachers develop their skills and to fine-tune the language program once it is already underway.

METHODS OF TEACHER ASSESSMENT

The most common ways of assessing teacher performance are to interview people about the training process and to observe trainer performance both in and out of the classroom. Any assessment method should be systematic enough to ensure that each person is evaluated consistently, fairly and comprehensively, so you will probably want to use more than one method.

1. CONDUCTING INTERVIEWS

- with teachers themselves
- with other teachers/other staff
- with Trainees
- with PCVs

2. CLASSROOM OBSERVATION

Classroom observations can be both opportunities for formal assessment of teaching skills, but can also be informal opportunities for you to "keep up" with what's going on in classes. If you just "drop by" a classroom, you may not want to follow this formal system of pre-observation discussion and formal feedback. In informal observations, informal feedback processes are probably more appropriate

WHY

- to make decisions about hiring and retention of teachers
- to assess LIs' areas of strength and weakness
- to help them improve their skills
- for general program evaluation
- to evaluate consistency with curriculum

WHEN

- as scheduled
- when needed

- at Trainees' request (usually when there are problems)
- at teacher's request (when LI needs support; when LI wants to share good teaching ideas)

HOW

Classroom observation is most effective if you follow a three-step process:

Step 1: Pre-observation discussion with the teacher in order to:

- Decide on the focus of the observation
  - Ask teacher what he/she is concerned about
  - Tell the teacher what you are concerned about
- Clarify roles
- Schedule the time of the observation
- Schedule the post-observation conference

Step 2: Scheduled observation

Step 3: Follow-up post-observation meeting/ conference with feedback on performance, suggestions for team teaching, peer observation, reading related materials, etc.

3. OUTSIDE OBSERVATION

We can also use observations outside of the classroom as well to observe:

- interactions with Trainees
- interactions with other staff
- team work/spirit/dynamics
- lesson planning
- professional behavior (punctuality, dress code, appropriate conduct, etc.)

FOUR KEY CONCEPTS IN PC LANGUAGE INSTRUCTOR SUPERVISION AND EVALUATION

These four key concepts of Peace Corps Assessment are discussed in detail in Section 7 (Assessment) in the context of assessing Trainees. But they are worth repeating here in the context of teacher assessment, since all assessment should share these characteristics:

- There is a clear purpose for all instructor supervision and evaluation activities

- to improve instruction; and the language program
- to make informed decisions about staffing (high stakes)

- There are no 'surprises' involved in the instructor supervision and evaluation activities concerning;
  - When
  - What (content + criteria)
  - How (process)
  - Why (purpose, use of data)
- Supervision and evaluation responsibilities (that are geared to improve instruction) are shared between the instructor and the Language Coordinator.

- What (content + criteria) can be developed jointly: The TOT is an excellent place to create (with language instructors) criteria to evaluate their performance

- How (process) :

1. Classroom Observation (three step process)

a. pre-observation conference - discuss the focus of the classroom observation

b. classroom observation (notes, checklists, class diagrams)

c. post-observation conference to discuss the visit, examine the data and develop an action plan

2. Instructor self-assessment/supervisor assessment checklists (created at the TOT)

3. Interviews - with instructors, with other instructors, with Trainees, with PCVs (informal)

- Hiring and firing decisions should be based on multiple measures (interviews, observations and self assessments)

HOW TO DO IT

CLASSROOM OBSERVATION

THE THREE STEPS OF OBSERVATION

Observation and feedback is a three-step process in which a peer or expert first meets with the teacher to identify the focus of the observation, then observes, taking notes during the observation, and, following the observation, guides a discussion about the performance with the person observed.

PRE-OBSERVATION MEETING

A pre-observation meeting between the teacher and the observer should establish the purpose for the observation. It should be made clear that the observer is there to support and improve teaching skills--not to criticize and find fault. Ideally, the two should agree on a focus for the observation based on points identified by the teacher, perhaps based on comments from learners or feedback received during other observations. Or the focus could just be an area that the teacher would like to concentrate on for professional development.

DURING THE OBSERVATION

During the observation, the observer should be as unobtrusive as possible. For the observation to be useful, the atmosphere in the class should be natural and relaxed. The observer should be introduced to the class, but should not be asked to participate in the lesson except perhaps for portions after the focal point of the observation has been completed.

POST OBSERVATION FEEDBACK

Receiving feedback should be a positive experience.

- To help create a positive climate in the discussion following the observation, the observer should first establish a comfortable rapport. One way to do this is by opening the discussion with a positive comment about a specific teaching behavior or a specific student response.
- Limiting the feedback to one or two specific behaviors also helps make the experience a positive one.
- Of course, targeting the feedback to behaviors that the teacher has previously identified also helps the teacher see feedback as constructive.
- If teachers are to be receptive to feedback, they need to believe the comments are relevant; that is, they need to recognize specific behaviors they wish to improve or change.

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One way for the observer to identify the specific behaviors is to ask how the teacher felt about the class observed. The observer may ask, "What do you think was the most difficult part of that lesson for you?" If the teacher does not identify any area as needing change, the observer can focus the teacher on the activity or part of the lesson in which students didn't respond as the teacher had hoped. For example, "When you gave the students the task, were they all able to do it?"; "Did you have to provide additional explanation after they started the task?" Then, the observer and teacher can review the teaching behavior immediately prior to that response. For example, "Review for me what you did to set up the task."; "How many times did you model it?"

- Finally, the observer and teacher brainstorm alternative teaching strategies together . For example, "Let's think of some other things you might do to set up the task."
- Giving feedback should be thought of as reflection on instruction, as with a mirror, not examination with a microscope. Feedback which examines every detail to make judgments may create resistance. Effective feedback encourages teachers to reflect and analyze for themselves.

TIPS FOR THE OBSERVER

- Follow the three steps of observation
- Plan for the observation:
  - Arrive on time.
  - Have your materials ready.
  - Schedule time for the discussions.
- Choose a good seat in the class.
- Use appropriate body language.
- Concentrate fully on observation.
- Don't interrupt (you are just an observer).
- Smile, nod to encourage.
- Observe for a long enough time to obtain a "valid sample" of the aspects identified in the pre-observation conference, probably at least 30 minutes in most cases.
- Say a few words to the teacher and the students at the end of the lesson. Don't use evaluative language.
- At the post-observation conference share observation notes with the teacher.
- The following general questions may be useful during the conference:
  - How did it go?
  - How did you feel?
  - Did you do what you had planned to do in the lesson? Why or why not?
  - Which part of the lesson was most difficult/easiest? Why?
  - If you could teach the lesson again what would you change? Why?
  - What areas in your teaching are you working on?

- How can I support you in your efforts?

- The post-observation conference should conclude with an action plan, identifying an area that could be explored as the focus for the next observation.
- When giving feedback:

- Give reasons for your comments.
- Start with positive remarks, praise.
- Let the teacher talk first.
- Be specific.

THE THREE STEPS OF OBSERVATION SUMMARY CHART

STEP	TIME	TOOLS	CONTENT
PRE-OBSERVATION DISCUSSION	•a day before observation • 15 min.	• session observation form • lesson plan	•session: - objectives - content areas - teaching procedures - materials • group progress and problems in general
OBSERVATION	• the whole session	• session observation form	
POST-OBSERVATION DISCUSSION	• immediately after the lesson •15-30 min.	• self observation checklist • session observation form	• instructor self-assessment - meeting objectives - strong points of lesson - areas of/for improvement • observer talk - meeting objectives - strong points - areas of/for improvement • discussion

SAMPLES FROM THE FIELD

SUPERVISION AND OBSERVATION CONTRACT

This form was developed at a recent TOT for Anglophone Africa posts as a useful tool for structuring your teacher observation. Filling this out will help both observer and observee focus on all the stages of the observation: the pre-observation discussion, a summary of the actual observation itself, the post-observation conference and an action plan for further teacher development.

Supervision and Observation Contract

Language Instructor:
Supervisor:
Date:
Focus of the Observation:

Summary of Observation Notes: (attach a checklist, if applicable)

Summary of Post-Observation Conference:

Action Plan:

Instructor's Signature ______________________________
Supervisor's Signature ______________________________

THINGS TO THINK ABOUT

GIVING AND RECEIVING FEEDBACK

Giving feedback to your language staff and Trainees can be one of the most challenging aspects of your job. In many countries, the American cultural value of open and direct communication about problems is quite different from local cultural norms. So both you and your teaching staff may need to develop a more "American" perspective in order to be prepared for giving and receiving feedback not only from you, but also the Trainees. The following information was developed for use in TOTs. You can read it for your own information, and may wish to adapt parts of it for your own TOTs.

CRITERIA FOR GIVING FEEDBACK

- It is descriptive rather than evaluative. By describing one's own reaction, ("I was confused during your explanation of the activity.") it leaves the individual free to use it or to use it as he/she sees fit. By avoiding evaluative language ("That was a bad explanation") it reduces the need for the individual to react defensively.
- It is specific rather than general. To be told that one is "too dominating" will probably not be as useful as to be told "When the Trainees asked for more practice time, you didn't seem to hear them." or "You spoke over 75% of the total class time."
- It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person receiving it.
- It is directed towards behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which s/he has no control.
- It is requested, rather than imposed. Feedback is most useful when the receiver has formulated questions which the observer can answer.
- It is well-timed. In general, feedback is most useful at the earliest opportunity after the lesson (depending, of course, on the person's readiness to hear it, support available from others, etc.).

- It is verified to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he/she has received to see if it corresponds to what the sender had in mind.

TIPS FOR GIVING FEEDBACK

- Be constructive.
- Give timely feedback. Don't wait until you have several items to discuss because the feedback will lose its impact.
- Offer help only when requested.
- Be specific. Avoid statements like "This was bad." or "I didn't like that."
- Give evidence / support for your comments.
- Comment on behaviors which can be changed.
- Be conscious of the time and setting.

CRITERIA FOR RECEIVING FEEDBACK

- Since one of your jobs is to provide feedback to your teaching staff, you should also provide both teachers and Trainees with guidelines for maximizing effectiveness when receiving feedback from others, as well as giving it.
- Feedback from another person is one important way to help you learn how your actions are affecting others. Even if you "disagree" with the feedback, it is important for you to at least hear it and understand it clearly . If nothing else, it will tell you how that individual sees your actions and give you the choice of trying to change your behavior. People act on their perceptions of your actions, and you may be coming across in unintended ways.

TIPS FOR RECEIVING FEEDBACK

The following are useful hints which will help you be effective in receiving feedback.

- Remember that it is one person's interpretations of your actions, not universal truth.
- Be active in checking out feedback with others - if two or three people give similar feedback, there may be a pattern reflected which you might want to consider.
- Avoid explanations of "why I did that", unless asked.
- Ask for examples or clarification to understand the feedback.
- Wait until the feedback has been given, and then paraphrase the major points. In any way you can, make it your goal to understand the feedback - paraphrasing and asking clarifying questions are two ways to do so.
- Use criteria for giving useful feedback to help sender be more effective.
- Avoid making it more difficult for giver than it already is (by reacting defensively, angrily, etc.).

THINGS TO THINK ABOUT

SAMPLE ROLE PLAY FOR GIVING FEEDBACK

The following role play was developed by Peace Corps to give practice to Language Coordinators when they are preparing to give formal feedback to instructors as part of their final evaluation at the end of PST. You may want to try it out with another colleague or your supervisor if you are preparing to do this kind of thing the first time. Try taking both roles. As George, decide what issues you are going to bring up with Lynn and how you are going to approach the issues raised here. As Lynn, see how it feels to get this kind of information. Whether or not you actually do the role-play, the situations described are ones that you may well encounter in your program

LYNN

You are a language instructor working for the first time on a Peace Corps PST program.
The PST has just ended. You are exhausted but elated. You think the program went well, considering all the hassles using the new language materials for the first time. You think you learned a lot about teaching PC Trainees and training in general. You especially liked working with your colleagues. This morning you have a meeting with your Language Coordinator, George. You have asked him to give you some feedback on how you did as a language instructor. You like George but do not feel entirely comfortable with him, as you find him a bit distant. You are on your way to his office and are planning what to say.

GEORGE

You are the Language Coordinator for Peace Corps PST. You have held this position for two years.
The PST cycle just completed was your fourth training cycle. On the whole, you think this cycle went pretty well. You are quite pleased with how the language staff used the new language materials. The language team was effective and worked quite well together. This morning you have a meeting with Lynn, one of the PST language instructors. Lynn has requested this meeting and wants you to give her feedback on her teaching and on performing her responsibilities during training. As you reflect back on Lynn's work, the following things come to mind:

- Lynn was an extremely collaborative team worker. She was well-liked by her colleagues.
- She took risks willingly, always ready to try something new and equally willing to acknowledge errors.
- Lynn worked hard and was always on task.
- You are concerned that Lynn sometimes doesn't plan her lessons carefully enough or prepare sufficiently. You noted several times when she didn't have visuals prepared and used lesson time to draw while Trainees waited. On other occasions, she appeared to lose track of where she was in the lesson, and to forget what came next (sometimes leaving out a step).
- When Lynn gets nervous, she stutters which can be a bit disconcerting; however, it doesn't seem to happen when she is relaxed. And, it did not seem to bother her students.
- Lynn can really focus Trainees' attention with her enthusiastic approach. In fact, you wish the other instructors were as good at this as she.
- Lynn's boyfriend, on occasion, drinks too much. Sometimes, it embarrasses you - like at the end-of-PST party. He must have had a case of beer all by himself. He was a bit loud and rowdy, but didn't really hurt anything. It just isn't the image you want projected.

Here comes Lynn. Collect your thoughts and invite her into your office.

FORMAL TEACHER PERFORMANCE ASSESSMENT

The *PATS Training Supplement* includes some very useful guidelines about the formal (summative) assessment that you will need to do at the end of PST for you language teaching staff. Below are listed some of the required processes and components of formal appraisal and a helpful checklist that will assist you in making sure that formal summative assessment of your training staff is an on-going process that will be of maximum benefit.

THE REQUIRED PROCESS AND COMPONENTS OF THE APPRAISAL SYSTEM

The appraisal of training staff performance is an integral piece of the training appraisal process. The system used for this appraisal should not vary from country program to country program or from region to region. Just as Peace Corps full-time staff are appraised on a regular basis, using standard formats, so should short term contracted training staff be appraised. This section will outline the required process and components of the appraisal system.

Each training staff member and support staff member must receive a performance appraisal at the end of the PST. This appraisal is to be completed with the staff member and is to benefit both the staff member and the in-country staff. An appraisal can also be done at the end of the TOT in order to give the trainer insight into their strengths and weaknesses and help them to focus on improving during the PST .

An accurate performance appraisal will point out the strengths and the weaknesses of each staff member. The presence of weaknesses does not preclude a trainer or staff member from being used in other training programs. Noting this information will, however, help a country staff better balance their training staff in future programs. Likewise, an appraisal will benefit the training staff by helping them to know their own areas of expertise and strengths. This appraisal process should be conducted throughout the training program, giving each staff member relevant feedback and opportunity to increase his or her own skills.

The responsibility for preparing and carrying out the appraisal of trainers performance lies with the coordinators on the training team and the Training Manager. The Language Coordinator is responsible for organizing and carrying out the appraisal of all the language trainers, in conjunction with the Training Manager.

Copies of all performance appraisals must be kept on file in the Peace Corps Office with the Training Manager or PTO. These files should be kept as a permanent record and reference.

PERFORMANCE APPRAISAL CHECKLIST

1. PRODUCING APPRAISAL CRITERIA

- ☐ Complete job description.
- ☐ Complete statement of work.
- ☐ Derive performance appraisal criteria from job description and SOW.
- ☐ Add additional criteria if necessary.

2. APPRAISAL ACTIVITIES AND PROCESS

At the beginning of the contract period.

- ☐ Review job description and SOW with staff member to be appraised.
- ☐ Review appraisal form and content with staff member.
- ☐ Review appraisal process with staff member - including the timing of appraisals and feedback process.

At the end of the TOT.

- ☐ Review trainer performance and highlight areas of strengths and weaknesses.
- ☐ Assist trainer in outlining plan to address areas of weakness with additional skill-development during the PST.

At the mid-point of the PST (approximately)

- ☐ Review performance in major appraisal criteria areas (include review of any written evaluations by Trainees that have been done up to that point).
- ☐ Identify any weaknesses and work with trainer to develop action plan to address them by the end of the PST.

At the end of the contract period.

- ☐ Complete appraisal for trainer.
- ☐ Ask trainer to do self-assessment using same form.
- ☐ Meet with trainer to discuss the content of the appraisal.
- ☐ Give trainer opportunity to comment (in writing) on the contents of appraisal.
- ☐ Final version of the appraisal signed by supervisor and Trainee.
- ☐ Place final appraisal in personnel file.

DEVELOPING A FINAL APPRAISAL INSTRUMENT

The final appraisal needs to be in a form that allows for specific evaluation, and provides an opportunity for the trainer to rate himself or herself as well. As suggested above, once both parties have filled out the form, any disagreements should be discussed. Having a well-developed form can also ensure that the criteria by which performance is being assessed will be developed and explained from the very beginning of the trainers' contract period. While the formal appraisal is conducted by the Training Director, you can be sure that your input and opinions will be a primary deciding factor in this process.

Below is a sample Final Appraisal Form that has been developed by Peace Corps. As with all such forms, you may want to adapt it to include the other criteria and realities of your situation.

FINAL PST STAFF PERFORMANCE APPRAISAL
(Language and Cross Culture Trainer)

FOR:__________
(Name of Language/Cross Culture Trainer)

This Performance Appraisal form and the comments provided by the Training Director serve as the formal evaluation of the staff member's performance during the assessment time period. Any concerns or disagreements regarding the Performance Appraisal can be noted at the end of the form and raised formally in writing with the Peace Corps country director, if desired.

The rating scale is based on the following:
1. = Needs Improvement - Specific improvements required.
2. = Satisfactory - Meets minimum standards. Improvements suggested.
3. = Good - Exceeds minimum standards.
4. = Very Good - Greatly exceeds minimum standards.
5. = Outstanding - Role model effort. Exemplary performance observed. Accomplishments referenced.

APPRAISAL ELEMENTS

1. Demonstrates conformity to "Guidelines for Professional Behavior".	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
2. Acts as cultural guide and encourages the Trainees to use the local language in and outside the classroom.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
3. Follows Peace Corps policies and guidelines in training.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:

4. Participates actively in staff meetings and contributes comments for the improvement of training activities.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
5. Prepares effective teaching materials, visual aids, realia etc. in advance.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
6. Monitors Trainee's classroom performance and conducts mid-course interviews and evaluations with Trainees of their performance to date providing them with constructive feedback.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
7. Uses effective and innovative strategies to facilitate/co-facilitate and participate in cross-cultural sessions.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
8. Develops and uses creative, innovative, and effective strategies for teaching and learning. Observes Trainees' progress and needs.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
9. Implements immediate responses to evaluations and feedback where necessary and possible.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
10. Demonstrates willingness to reliably respond to Trainees' concerns and needs.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
11. Uses monitoring and evaluation strategies or instruments and competency checklists correctly and effectively.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
12. Interacts with Trainees outside formal structured training activities and participates in extra-curricular activities when needed.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
13. Works closely with cross-cultural and technical trainers to plan integration of components	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
14. Cooperates as part of the training team, making recommendations or suggestions for improvements when needed.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:

15. Submits a detailed lesson plan to LC prior to teaching	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
16. Offers a variety of resources and learning options.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
17. Prepares required documentation of lesson plans including suggestions for future trainings.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:
18. Participates in a final recommendation - based on performance - regarding each Trainee's suitability and qualification to become a Volunteer and presents it in writing to the Language/Cross-Cultural Coordinator.	1( ) 2( ) 3( ) 4( ) 5( ) Comments:

Average rating: _______ (= Total points divided by number of elements.)
Overall Summary Rating: [Check (X) appropriate rating.]
____(1.00-1.49) Needs Improvement
____(1.50-2.49) Satisfactory
____(2.50-3.49) Good
____(3.50-4.49) Very Good
____(4.50-5.00) Outstanding

Comments and final recommendations from evaluator:

Comments from evaluatee:

Signatures:

________________________ ____________________
Evaluatee Evaluator
Date: _______

HOW
TO DO IT

DEVELOPING FORMS FOR TEACHER ASSESSMENT

WHY DEVELOP FORMS FOR OBSERVATION AND ASSESSMENT?

Most Language Coordinators agree that a major part of running an effective PST is developing an effective and efficient system to assess the performance of the teachers in your program. As mentioned previously, assessment has two kinds of purposes in most programs:
- **formative purposes:** giving developmental feedback and identifying needs for additional guidance and training
- **summative purposes**: providing a formal performance appraisal at the end of PST.

By having well-developed assessment instruments you can ensure that your system of assessment is objective, consistent and comprehensive.

By making these instruments available to teaching staff from the very first days of training, you can clearly communicate the expectations you have about their performance, and give them a clear understanding of the criteria upon which they will be evaluated. And, as suggested in the overview, by having a clear, well-developed assessment process your job will become easier by providing a simple and systematic way for you to:
- monitor on-going performance
- provide useful and timely feedback
- establish on-going teacher-training priorities
- provide a basis for final performance assessments

WHAT SHOULD YOU ASK ABOUT?

Assessment forms should reflect all aspects of the job as described in the job description and statement of work. They should, additionally, indicate the criteria that distinguish different levels of performance: adequate vs. inadequate, and adequate vs. superior.

Forms for teacher assessment typically ask about:
- classroom management
- presentation skills
- lesson planning

- materials development
- team work

Self-evaluation forms sometimes also ask teachers to reflect on their knowledge, attitudes and beliefs about language training in a Peace Corps context.

WHAT FORMAT SHOULD YOU USE?

Most effective forms consist of two parts:

- There should be a **list of performance descriptions with a numerical rating system** that identifies how well that particular performance feature has been carried out. The numerical rating also allows for a quantitative basis for ranking teachers, if necessary. Such information can be very useful in helping you make decisions about who to hire for future training programs, or who should get a pay raise.
- There should also be an **"open-ended" section** that allows for the assessor to comment in a general way about perceived over-all strengths and weaknesses.

WHO SHOULD YOU ASK?

At the minimum you should include three perspectives in any comprehensive assessment:

- yourself
- the teacher being assessed
- the trainees.

So most programs typically have developed three different assessment forms, and examples of each type are included here.

SAMPLES FROM THE FIELD

LANGUAGE INSTRUCTOR EVALUATION FORM

This form was developed by Peace Corps as a sample observation form for use by Language Coordinators . You might want to use an adapted version if you use peer observations (observations by other teachers) in your program. You can use a parallel version for the teacher to rate him/herself or use this in conjunction with the sample self-evaluation included below.

LANGUAGE INSTRUCTOR EVALUATION FORM

Rate the LI on the following items using the scale 5-1
(5: excellent; 1: not satisfactory)

I. GENERAL CLASS MANAGEMENT SKILLS					
A. Signals the start of the lesson	5	4	3	2	1
B. Arranges classroom appropriately for the lesson	5	4	3	2	1
C. Appropriately handles grouping strategies	5	4	3	2	1
D. Signals end of the lesson	5	4	3	2	1
II. TEACHING SKILLS					
A. Makes self understood					
1. Speaks clearly	5	4	3	2	1
2. Speaks loud enough (but not excessively loud)	5	4	3	2	1
3. Strikes an appropriate balance between teacher talk/ student talk in keeping with the goals of the lesson	5	4	3	2	1
B. Gives instructions clearly	5	4	3	2	1
C. Recognizes students' comprehension /non-comprehension and/or knowledge	5	4	3	2	1
D. Paces material/lesson stages appropriately	5	4	3	2	1
E. Uses blackboard and other materials effectively	5	4	3	2	1
F. Adjusts energy level to meet class needs	5	4	3	2	1
G. Adjusts time limit					
1. Knows how to fill extra time	5	4	3	2	1
2. Knows how to shorten lesson	5	4	3	2	1

III. LESSON PLANNING SKILLS

A. Knows material	5	4	3	2	1
B. Establishes objectives clearly and conveys them	5	4	3	2	1
C. Responds to questions in keeping with the objectives	5	4	3	2	1
D. Meets the objectives	5	4	3	2	1
E. Gives the students a chance to produce:					
1. In class	5	4	3	2	1
2. Out of class (homework/ contact assignment)	5	4	3	2	1
F. Provides a variety of activities within the class hour as appropriate	5	4	3	2	1
G. Allows all students (including seniors when they are ready for it) an opportunity to participate	5	4	3	2	1
H. Evaluates the students' production					
1. Gives students appropriate feedback	5	4	3	2	1
2. Makes appropriate corrections	5	4	3	2	1

IV. ABILITY TO WORK WITH OTHER LIs

A. Meetings (gets to meetings on time, participates, contributes)	5	4	3	2	1
B. Communication with Language Coordinator (works harmoniously with LC)	5	4	3	2	1

V. LI - PCT RELATIONSHIP

A. Ability to relate to all PCTs	5	4	3	2	1
B. Manages diversity issues(age, sex, background, ethnic groups, etc.)	5	4	3	2	1
C. Acts as cross-cultural resource/facilitator	5	4	3	2	1
D. Is culturally aware	5	4	3	2	1

VI. COMMENTS

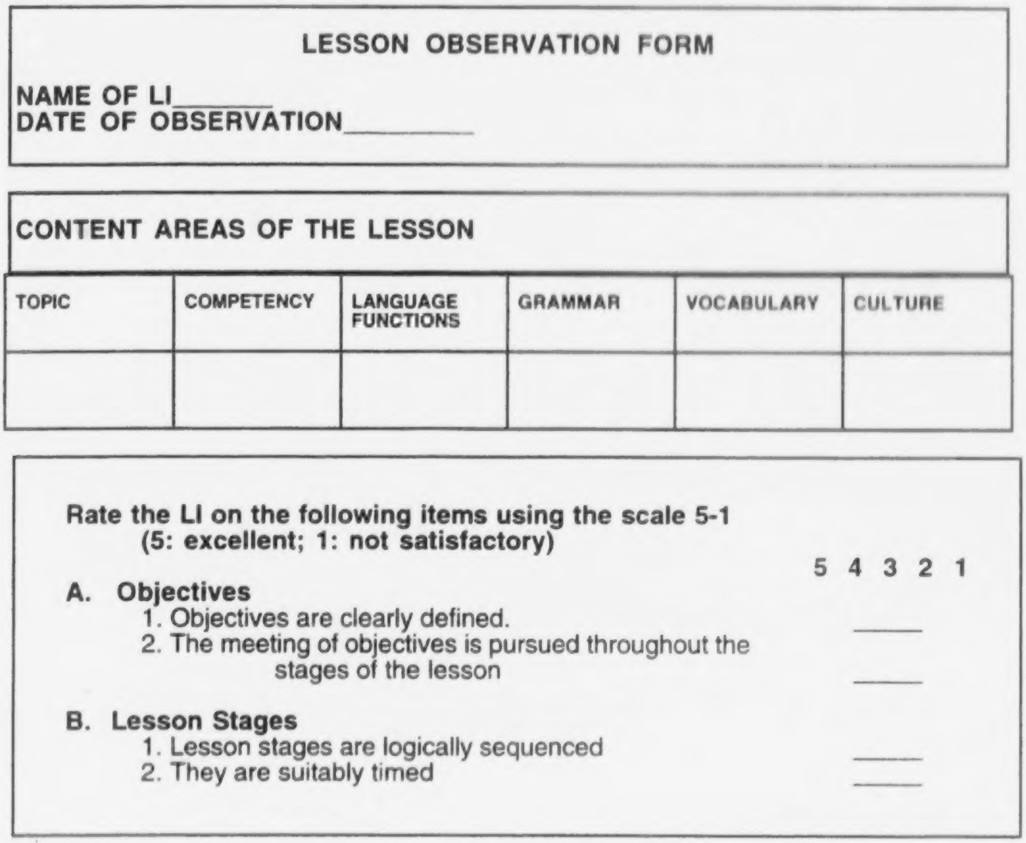
A. Strengths

B. Areas for additional work

SAMPLES FROM THE FIELD

LESSON OBSERVATION FORM

This example from Peace Corps Philippines shows how the previous form was adapted for use by their language program. While the basic format is the same, some of the questions have been adapted to reflect the particular evaluation focus that the Language Coordinator wanted to concentrate on.



LESSON OBSERVATION FORM

NAME OF LI______
DATE OF OBSERVATION________

CONTENT AREAS OF THE LESSON

TOPIC	COMPETENCY	LANGUAGE FUNCTIONS	GRAMMAR	VOCABULARY	CULTURE

Rate the LI on the following items using the scale 5-1
(5: excellent; 1: not satisfactory)

5 4 3 2 1

A. Objectives
1. Objectives are clearly defined. _____
2. The meeting of objectives is pursued throughout the stages of the lesson _____

B. Lesson Stages
1. Lesson stages are logically sequenced _____
2. They are suitably timed _____

C. Teaching procedures and activities

1. Teaching procedures are suited to:
    - A) specific content areas being taught ______
    - B) needs of Trainees ______
    - C) meeting the lesson objectives ______
2. Teaching procedures provide a good balance between teacher talk and student talk. ______
3. Teaching procedures are varied ______
4. Activities are task oriented ______
5. Activities are appropriately sequenced (from controlled practice to free communication) ______
6. Activities ensure Trainees' active participation ______
7. Activities for the learning/practice/ production of new materials are built on previously acquired knowledge ______

D. Teaching materials

1. Teaching materials are suited to the aims of activities ______
2. They are simple, clear, effective ______

E. Classroom management

1. The beginning and end of class are clearly signaled ______
2. There is a suitable variety of activities and a balance of plenary, group, pair and individual work ______
3. Time is provided at the end of the lesson for Trainees to ask questions (about the lesson) in English ______

F. The language instructor

1. Is a good organizer ______
2. Gives clear:
    - A) explanations ______
    - B) instructions ______
    - C) feedback ______
3. Handles differences well ______
4. Is flexible ______
5. Is supportive ______
6. Creates a lively language learning atmosphere ______
7. Acts well as a cultural resource/ facilitator ______
8. Accepts feedback from PCTs ______
9. Uses English only when necessary ______

G. The Trainees: Most trainees:

1. Respond appropriately to instructions and questions ______
2. Demonstrate comprehension ______
3. Are motivated ______
4. Participate actively ______
5. Ask questions ______
6. Ask for clarification ______
7. Demonstrate they have acquired the competencies practiced during the lesson ______
8. Have opportunities to set their own objectives and assess their own learning ______

H. Ability to work with other LIs

- A. Meetings (gets to meetings on time, participates, contributes) _____
- B. Communication with Language Coordinator (works harmoniously with LC) _____

I. LI-PCT relationship

- A. Ability to relate to all PCTs _____
- B. Manages diversity issues (age, sex, background, ethnic groups, etc.) _____
- C. Acts as cross-cultural resource/facilitator _____
- D. Demonstrates cultural awareness _____

Comments

1) Areas in which LI has demonstrated strengths

2) Areas that need to be worked on

SAMPLES FROM THE FIELD

SELF-OBSERVATION CHECKLIST

Self-observation checklists are another useful tool. You can use them for teacher training and as a supplement to your own observation . Have the teacher rate his or her own performance and then use that rating as a starting point for your pre- or post-observation discussions. This will help teachers take responsibility for determining a focus for their own professional development . This form was developed by Peace Corps for use in self-evaluation situations. It focuses not only on classroom performance, but on attitudes and awareness of issues as well. As with all samples in this manual, you will need to adapt this form to fit your own situation and specific program purposes.

SELF-OBSERVATION CHECKLIST

THOUGHTFULLY CONSIDER EACH STATEMENT.
RATE YOURSELF IN THE FOLLOWING WAY:
3= EXCELLENT 2= GOOD 1= NEEDS IMPROVEMENT
0= NOT APPLICABLE

I. LEARNING ENVIRONMENT

A. Relationship to Students

__ 1. I establish good eye contact with my class. I do not talk over their heads to the blackboard or to just one person.
__ 2. I make a conscious effort at all times to pay attention to all students equally.
__ 3. I divide my students into groups and pairs in an organized manner. I appropriately handle grouping strategies.

B. The Classroom

__ 1. If possible, I arrange the seating in my class to suit the class activity.
__ 2. When I need special materials or equipment, I have them set up before class.

C. Presentation

__ 1. My handwriting on the blackboard and charts is legible. It is large enough to accommodate students with vision impairments.
__ 2. I speak loudly enough for everyone to hear and I enunciate clearly.
__ 3. I vary the exercises in class, alternating rapid and slow paced activities to keep the maximum interest in the class.
__ 4. I am prepared to give a variety of explanations, models or descriptions, understanding that one explanation may not be sufficient.
__ 5. Students use new skills or concepts long enough so that they are retained and thus further application is possible.

__ 6. I plan for "thinking time" for my students so they can organize their thoughts and plan what they are going to say or do.
__ 7. I realize that there is no single right way to present a lesson. I try new ideas where and when they seem appropriate.

D. Culture and Adjustment

__ 1. I am aware that cultural differences affect learning situations.
__ 2. I keep the cultural backgrounds of my students in mind when planning daily activities and am aware of cultural misunderstandings which might arise.
__ 3. I work for an atmosphere of understanding and mutual respect.

II. THE INDIVIDUALS

A. Self-Concepts

__ 1. I plan activities which give all students an opportunity at some point to feel important and accepted.
__ 2. I like to teach and have a good time teaching on most days.
__ 3. I am able to critically analyze my lessons and am willing to improve.
__ 4. I respond positively to conscientious feedback.

B. Aptitude and Perception

__ 1. I am aware that my students learn differently (visual, auditory and kinesthetic).
__ 2. My exercises are varied (visual, oral/ aural, and kinesthetic) to maximize learning in each of these areas.

C. Reinforcement

__ 1. I tell students when they have done well, but I don't let praise become mechanical.
__ 2. I finish my class in a way which will review the new material presented during the class. My students can immediately evaluate their skills.

III. THE ACTIVITY

A. Interaction

__ 1. I organize my activities so they are suitable for real interaction among students.
__ 2. The activities maximize student involvement.
__ 3. The activities are task-oriented.
__ 4. The activities are challenging, yet suited to the students' proficiency level.
__ 5. I am not overly concerned with error correction. I choose the appropriate amount of correction for the activity and stage of the lesson.

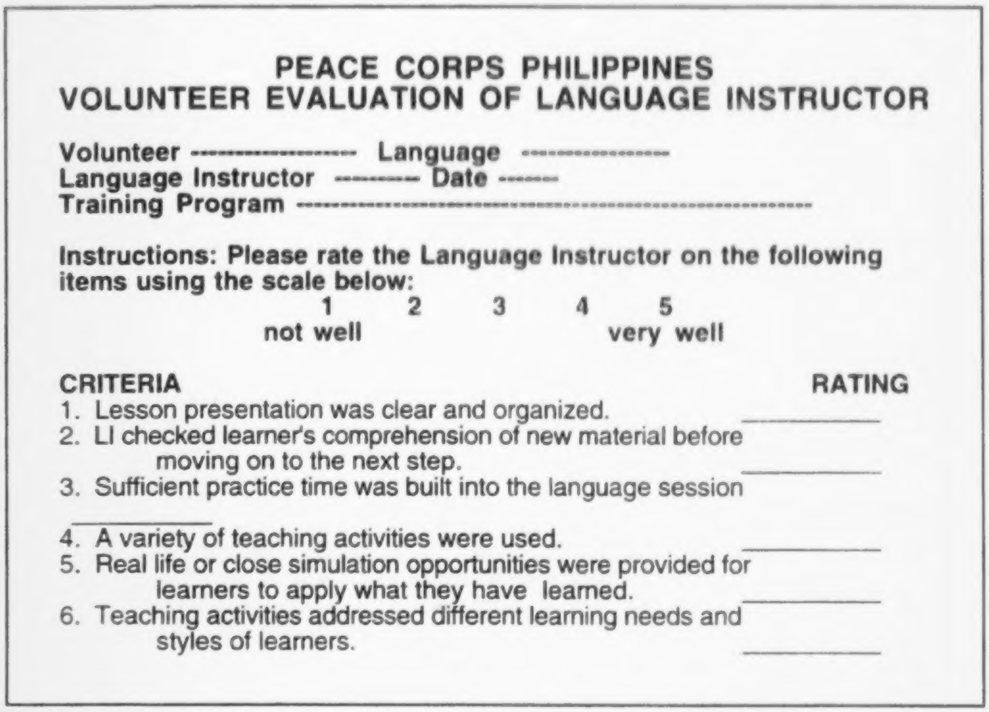
B. Language

__ 1. The activities all have a language focus.
__ 2. The content presented will be easily transferable for use outside the class.
__ 3. The activities are geared to the proficiency level of my class or slightly beyond.
__ 4. I make the content of the activity relevant and meaningful to my students' world.

SAMPLES FROM THE FIELD

VOLUNTEER EVALUATION OF LANGUAGE INSTRUCTOR

Another important source of feedback for teachers is the trainees themselves. Specific advice on the timing and methods of Trainee evaluation are discussed in greater detail in Section 7 of this Resource Kit (PST) . But there are benefits to allowing for regular Trainee feedback throughout the training process and not just at the end of the PST. This example was developed by Peace Corps Philippines for the end of PST. For developmental feedback during PST you may want to have the forms be submitted anonymously. It's important that you use Trainee evaluations only as **part** of the assessment process, and that you include your own observations and the teacher's own self-evaluation as well. This ensures a variety of viewpoints and perspectives on which to base your final assessment.



PEACE CORPS PHILIPPINES
VOLUNTEER EVALUATION OF LANGUAGE INSTRUCTOR

Volunteer ------------------- **Language** ----------------
Language Instructor --------- **Date** ------
Training Program --

Instructions: Please rate the Language Instructor on the following items using the scale below:

1 2 3 4 5
not well very well

CRITERIA **RATING**

1. Lesson presentation was clear and organized. ___________
2. LI checked learner's comprehension of new material before moving on to the next step. ___________
3. Sufficient practice time was built into the language session ___________
4. A variety of teaching activities were used. ___________
5. Real life or close simulation opportunities were provided for learners to apply what they have learned. ___________
6. Teaching activities addressed different learning needs and styles of learners. ___________

7. Independent study time was provided and tied closely to structured language sessions. __________
8. Visuals, realia, other teaching aids were used effectively. __________
9. The proportion of "teacher-talk" and "learner-talk" was appropriate. __________
10. Verbal and non-verbal instructions given were clear and consistent. __________
11. LI rate of speech was normal and volume of speech moderate. __________
12. Use of English and target language was appropriate. __________
13. LI was able to respond to grammar questions appropriately. __________
14. LI conducted reviews before presenting a new lesson. __________
15. LI established good eye contact with learner. __________
16. LI gave adequate worksheets or homework. __________
17. LI was flexible and sensitive to learner's difficulties. __________
18. Feedback was given to learner appropriately. __________
19. LI solicited suggestions to improve teaching-learning situation. __________
20. LI handled learner differences well. __________
21. Learning with LI was enjoyable and stimulating. __________
22. LI was patient. __________
23. LI was friendly. __________
24. LI encouraged Trainee to be self-directed. __________
25. LI acted well as a cross-cultural facilitator. __________
26. LI facilitated language-technical integration. __________

SUMMARY

(1) Considering his/her present competencies, what do you consider his/her major strengths and weaknesses as a trainer?

STRENGTHS

WEAKNESSES

(2) What recommendations do you have for this person's professional development?

____________________ ____________ __________
SIGNATURE OF TRAINEE LANGUAGE DATE

HOW TO DO IT

ORGANIZING EFFECTIVE TEACHERS' MEETINGS

GOALS AND PURPOSE OF TEACHERS' MEETINGS

- Regular teachers' meetings are an integral part of your training program, and should be planned and scheduled in advance. They provide an opportunity to report on successes, identify and solve problems, make necessary adjustments in the training schedule, and in general keep everyone up to date.
- The time, frequency and purpose of your teachers' meetings should be organized well before your PST and staff training begin, since you will need to cover this information and your expectations about staff participation during the SDW or language TOT.

TIPS FROM LANGUAGE COORDINATORS

These are recommendations from experienced Language Coordinators about how to increase the effectiveness of teachers' meetings.

Scheduling the Meetings:

- Have them on a regular basis (for example - daily after the teaching schedule is completed, or twice a week, etc.).
- Set them at the same hour such as 2:00 PM to establish a routine.

Conducting the Meetings:

- Use a standard agenda as starting point similar to this sample:

- Announce agenda.
- Feedback from teachers on their day.
- Praise teachers on the good points.
- Discuss problems and brainstorm solutions.
- Divide next tasks with group.
- Discuss lesson plan for next day, or for more than one day, if time available.
- Present next group rotation and ask for teacher's opinion.
- Plan next important activity (Mid Term Evaluation, etc.).

- Start by announcing the agenda that you prepared in advance.

- Ask teachers to be brief and to report briefly on how their classes went -- things that went well, feedback about PCTs, ideas or suggestions they got during teaching, and problems they had.
- At the Monday meetings, show on a flip chart each teacher's task for the week (divide the work equally, but taking into account personal talents and strengths).
- Assign tasks well in advance, so that teachers have enough time to prepare.
- Never forget to praise the good work that your teachers have done. Use encouragement.
- Inform teachers about feedback from Trainees or from PC Staff.
- Always ask for teachers' opinions and give them an opportunity to share their concerns or their personal achievements.
- Invite other people to attend these meetings (Project Director, APCDs, Trainers from other sectors).
- From time to time, have a team building activity or a short training session where you present something new-- an idea, a technique, that teachers could use in their lessons.
- Be ready to offer ideas, suggestions, but also to say " I don't know, but I will find out. "
- Keep meetings brief.

TIPS FROM THE FIELD

BEING AN EFFECTIVE SUPERVISOR

Experienced Language Coordinators have identified these behaviors and characteristics as the most important as you supervise your teaching staff.

WHAT SKILLS MAKE A GOOD SUPERVISOR?

- Clear sense of group direction and individual roles
- Concern for both individual and team accomplishments
- Respect for other people's feelings
- Openness to and ability to do creative problem solving
- Concern for both tasks and issues of "how are we doing"
- Effective give-and-take of feedback
- Adherence to "honesty is the best policy, while still keeping in mind the necessity for people to "save face"
- Support for employees
- Positive attitude to everybody and everything
- Counseling skills
- Be effective with deadlines
- Immediate communication
- Be responsible for self
- Ability to see things from different perspectives
- Encourage the positive.
- Ability to find solutions
- Be flexible and patient
- Task Oriented
- Be empathetic (try to understand where others are coming from).
- Ability to adapt his/her own style to the team style -- not to be too rigid
- Contribute to discussions and the sharing of plans.
- Be aware of words that carry a lot of negative power.
- Do one's best to clarify possible misunderstandings which may be due to:

- generation gaps

- different professional experience
- different social experiences
- conceptual misinterpretations
- Employ common courtesy.

TYPICAL PROBLEMS THAT ONE FACES AS A SUPERVISOR

- A good teacher in class but with a bad attitude to Trainees and other staff
- A teacher with a good attitude to Trainees and other staff but with poor teaching skills
- A teacher who is too confident, does not listen to anyone
- A teacher unwilling to receive feedback from you or others
- A culturally insensitive teacher
- Bad attitude to Peace Corps or Americans in general
- A teacher who will always agree with the feedback you give him/her but won't change
- Unprofessional behaviors exhibited:
  - always late
  - inappropriately dressed
  - comes to work drunk
  - shouts at Trainees and staff
  - brings personal problems to work
  - does not maintain professional confidentiality
- Does not get along with other staff; too reticent; not outgoing
- Focused on own needs rather than the Trainees' needs
- Does not attend teachers' meetings
- Disruptive to Trainees/other staff

STRATEGIES FOR TEACHER SUPPORT

Most of the strategies below are related to budget at the post. Check on availability of budget and plan on spending part of the language program budget on ways to support and retain your teachers.

DURING PST

- Involve experienced teachers in the recruitment of new teachers.
- Involve teachers in preparing the language materials for the coming PST (taping language materials for Invitees and PST, making videos for the language program, etc.)
- Involve teachers in the selection of host-families.
- Give the best teachers some kind of incentive (such as prizes, promotion in salary, performance appraisal certificates, etc.)
- Recommend a policy at your post for raising the teachers' salaries based on their experience with PC
- Some posts involve experienced teachers as Lead Teachers to help with methodology, and do classroom observation. Some posts hire one extra teacher as a Language Coordinator's assistant during PST to observe classes, help the LC, and work on materials preparation/revision.
- Find ways to make their job varied with each successive year so that it doesn't become too routine. Their work with PC

should be an opportunity for professional challenge and development for them This may involve giving people more responsibilities so that they feel valued.

- Give them regular supportive feedback to help for their career development.
- Develop Self-Assessment forms / Self-Observation checklists for the LIs, which will help them improve their teaching, classroom management and communication skills.

BETWEEN PSTS

- Involve teachers in other activities outside of PST that give them short-term contracts:
ISTs, facilitators in TOTs and technical ISTs for the TEFL PCVs especially on different teaching techniques, developing, revising, collecting, organizing materials, typing documents and language materials, Mid-Service and COS Conferences - as facilitators of language session.
- Keep in touch with them and update them on Peace Corps events and PCVs' progress/work.
- Send the PC Newsletter.
- Organize short trainings, such as: working with a computer, new teaching techniques and methodologies and other skill development training as needed at post.
- Pay participation fees, lodging, transportation, meals (whatever budget allows) for teachers' participation in teacher training workshops organized by other organizations, institutes or universities.
- Invite teachers to TEFL technical ISTs as participants and facilitators.
- Recommend them as tutors (not only to PCVs but to other foreigners too).
- Invite them to the office if you have events, celebrations or special visitors they might be interested in meeting.
- Distribute copies of all the PC language materials to the teachers.
- Invite them to visit you at the office when they want and/or need help.
- Allow them to use PC resource center and PC computers when available.

TIPS FROM THE FIELD

CASE STUDIES IN TEACHER SUPERVISION

Experienced Language Coordinators have identified these case studies as representative of some common problems you might encounter in supervising your teaching staff.

CASE # 1: THE TEACHER WHO GOES OFF ON HIS OWN

THE SITUATION

Naresh is a Peace Corps PST language trainer. He is an excellent teacher with all the teaching skills that a good language trainer needs. All the Trainees love him. He incorporates a variety of language games in his language lessons and has a good sense of humor. All Trainees like to be in his class.

Unfortunately he could never get along with the other fellow trainers. He wanted to impose his ideas on others and never listened or respected their ideas. Sometimes he even ignored the Language Coordinator's instructions. He was not receptive to feedback.

One day, when all the trainers got together in the language meeting room to discuss their language classes, Naresh arrived a half hour late.

In the meeting he said: "I didn't' teach the competency that was to be taught; instead I did grammar ." Then the Language Coordinator said: "So, You spent all four and a half hours on grammar explanation. Didn't you know that tomorrow we planned on having learning stations and one of our station was going to address grammar?"

The trainer said, " Yes, I knew but grammar was an immediate need in my class. " The Language Coordinator said, "If we make any plan in group we should follow it. I would like to see all of you following the norms and plans we set as a group and at the same time accommodating to trainees' needs."

Naresh was very angry and said," I can decide for myself and I don't feel comfortable working in this kind of group." He then left the meeting.

IDENTIFYING THE ISSUES

What approach should you use to get a better team spirit after Naresh left the meeting?
How should you approach Naresh?

SOME SUGGESTIONS

Talk with Naresh about his behavior.
Ask other trainers what they think about what happened.
Start documenting Naresh's file.
Inform the PST director
If the behavior is repeated give written feedback.
If Naresh does not change his behavior, don't hire him for the next PST.

CASE # 2: THE SMILING TROUBLEMAKER

THE SITUATION

Stephanie is a very good person. She seems very receptive to the Language Coordinator's directions and agrees with every decision the Language Coordinator makes. She is very pleasant to talk to. She is in her first year.

Everything seems right when she is in front of the Language Coordinator, but when she is not, she criticizes the LC's decisions or directions to the other trainers. She shares with Trainees her discussions with the Language Coordinator.

IDENTIFYING THE ISSUES

How would you help her?
Would you hire her back?

SOME SUGGESTIONS

Give her severe feedback.
Don't invite her for next training.

CASE # 3: THE CONSERVATIVE STICK-IN-THE-MUD

THE SITUATION A Language Coordinator is trying to do things in a different way, but there is a very good language trainer that has worked for Peace Corps for a long time, who doesn't want to accept the innovations.

She criticizes and talks about her past experiences and how this "new idea" never worked in the past because she had tried it. She thinks that she knows everything about the best way to work as a language trainer.

IDENTIFYING THE ISSUES How would you deal with this situation?

SOME SUGGESTIONS Use her as facilitator in TOT
Put her in charge of the working team particularly in the area you want to change.
Involve her in new material development.

CASE # 4: THE FLEXIBLE SUCCESS

THE SITUATION There is a trainer who has already set his plan, but when the Trainees came to his class they asked to work on their specific needs.
First he was hurt, but he adjusted his plan immediately to the Trainee's needs while following the curriculum goals at the same time.
During the Language sharing time he was very proud of himself, and so was the whole Language Team.

IDENTIFYING THE ISSUES What would you do to encourage trainers to take initiative in your program?

SOME SUGGESTIONS Encourage the LIs to share their ideas more often.
Encourage LIs to do peer observation.
Use every possibility to make sure LIs are aware that no lesson plan is perfect unless it meets the Trainees' needs.
Lesson plans are often changed in the course of the lesson according to students' needs. BUT: LIs should not be ready to change lesson plans every time trainees ask them. They should use their own professional judgment.

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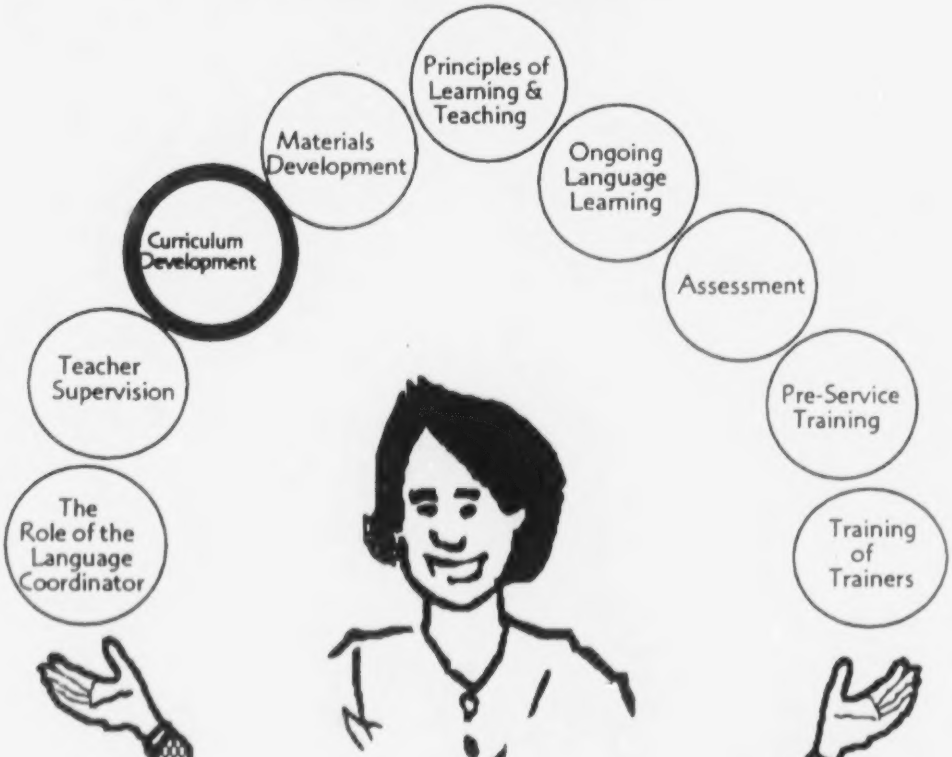
SECTION THREE

CURRICULUM DEVELOPMENT


Principles of Learning & Teaching
Materials Development
Ongoing Language Learning
Curriculum Development
Assessment
Teacher Supervision
Pre-Service Training
The Role of the Language Coordinator
Training of Trainers

Peace Corps
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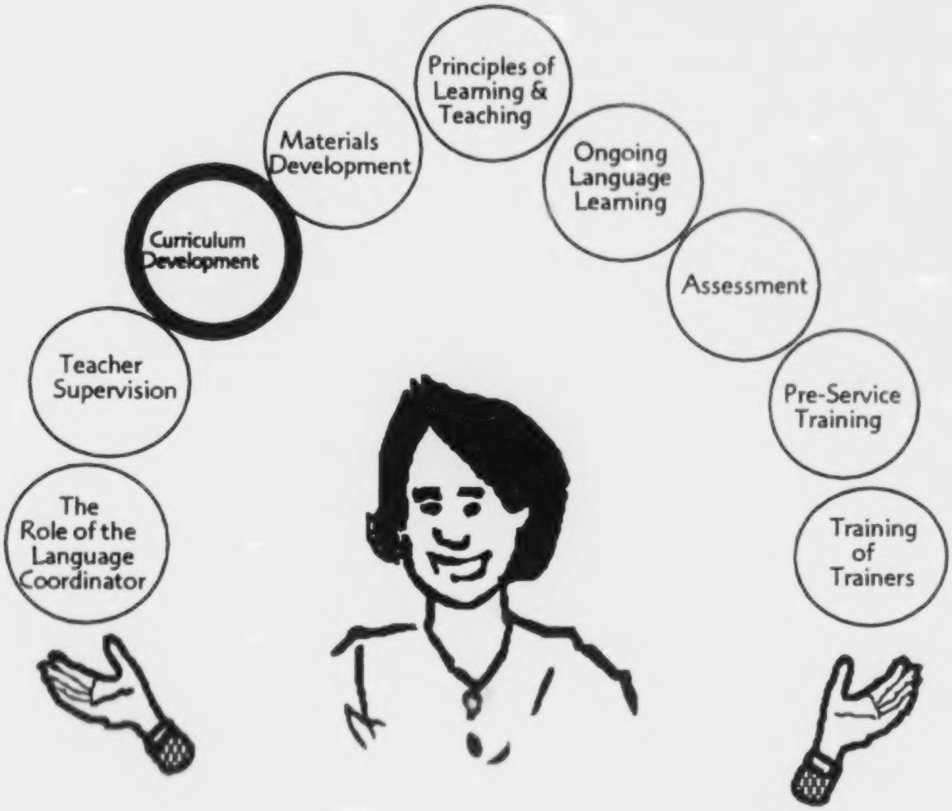
SECTION THREE

CURRICULUM DEVELOPMENT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LANGUAGE COORDINATORS
RESOURCE KIT
SECTION 3.
CURRICULUM DEVELOPMENT

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SECTION THREE: WRITING A COMPETENCY-BASED CURRICULUM

DEFINITION OF CURRICULUM

A curriculum can be defined as a plan of instruction that prescribes what to teach when. A competency-based curriculum identifies specific language competencies (things that the learner can accomplish in the target language), and the sequence in which they will be taught.

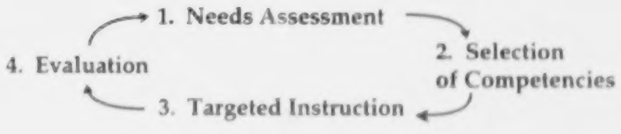
For each competency, the curriculum should include:

- **A competency statement:**
To express food preferences with host family.
- **Sample language:**
I like (food). I don't like (food).
Do you like (food)? Yes, I do. No, I don't.
- **A structure focus:**
Simple present tense with verbs expressing emotion /opinion.
- **Cultural points:**
An explanation of customs regarding offering and refusing food and expressing compliments or receiving compliments on food.

Other points which may be included would be pronunciation points and suggested additional vocabulary items. With languages that use a non-roman alphabet, literacy competencies might also need to be specified.

PROCESS OF CURRICULUM DEVELOPMENT

Writing a competency-based language curriculum is a cyclical process, involving four major steps. Each of these steps involves a set of activities which leads to the next.



STAGE 1: NEEDS ASSESSMENT

The purpose of the needs assessment is to determine what the learner needs to be able to do with the language. It allows the curriculum developer to identify what competencies the learner needs to be able to perform in the language. It also gives curriculum developers an opportunity to specify some of the actual language content (specific vocabulary and grammatical structures, cross cultural features, etc.) that may need to be included.

STAGE 2: SELECTION AND SEQUENCING OF COMPETENCIES

Following the steps of needs assessment and selection of competencies, some of the most difficult curriculum development work begins. For example, the selected competencies must be analyzed for linguistic and cultural content and put into a teachable sequence. Principles of sequencing from easy to difficult, from known to unknown, or from immediate need to long-range need maybe in conflict. Learners must be given a clear, logical introduction to the structure of the language, and the first tasks they attempt in the new language cannot be very sophisticated, yet their perceived needs must also be met. It won't do to delay to the end of the program a lesson on expressing food preferences if the learners are living with a host family after the first week of training.

STAGE 3: MATERIALS DEVELOPMENT AND TARGETED INSTRUCTION

Once the competencies and language content have been identified and sequenced, teaching materials and activities must be developed, and instruction carried out. These stages are described in more detail in other sections of this manual.

STAGE 4: EVALUATION

As with all training, it is necessary to evaluate how well the curriculum met the learners' long term and short term needs, and what changes need to be made to refine and improve the curriculum in the future. This stage is, in fact, a kind of needs assessment, and is thus linked to the first stage of the cycle.

Whether you are working in a country with a well-established curriculum or a start-up program, where there is no previous curriculum to work with, the basic cycle describe above is necessary to ensure that your program best fits the current needs of every new group of learners.

WHAT THIS SECTION CONTAINS

This section of the resource kit focuses on three of the four steps of the curriculum development cycle:
- needs assessment,
- selection and sequencing of competencies, and
- evaluation of the curriculum.

The task of materials development is discussed in detail in the next section of the resource kit.

WHAT NEEDS TO BE DONE

IDENTIFYING CURRICULUM DEVELOPMENT NEEDS FOR YOUR PROGRAM

Every post has a different set of things that need to be done to ensure that there is a well-developed curriculum for language training. In some countries, the training program is well-established, and the post has many years of experience in developing language materials and a well-trained and experienced group of teachers. In other countries, there may be no or few previous materials. And of course, every country is, at one time or another, a "start-up country" where all the systems must be developed "from scratch."

In order to help you assess what things need to be done in your program, Peace Corps language coordinators developed this brief check list to help you assess program needs in the area of curriculum development. For each of the ten items select the letter of the response that best describes curriculum development at your post:

A. **Completed successfully**
B. **Completed, but needs revision**
C. **Not completed, and it needs to be done**
D. **Not completed, but not important at present**

Items that you marked with a B or C will probably need further development. Items 1,2,3 and 9 are discussed in more detail later in this section of the resource kit. Item 4 is discussed in more detail in Section 8 (PST). Item 5 is discussed in more detail in Section 7 (Assessment) Items 6, 7 and 8 are discussed in Section 4: Materials Development. Item 10 is discussed in more detail in Section 6: On-going Language learning

CURRICULUM DEVELOPMENT

____ 1. Conducting a needs assessment (i.e., determining by observation and surveys what volunteers will need to say, read, write, and understand in the new language in a variety of settings and situations)

____ 2. Writing of survival competencies for the PST language training curriculum

____ 3. Sequencing of competencies with grammar points and vocabulary to form a curriculum

____ 4. Writing lesson plans based on the new curriculum

____ 5. Developing quizzes and other evaluation instruments

____ 6. Producing a teacher handbook or teacher training design to introduce the curriculum, texts and appropriate methods

____ 7. Producing a student textbook for classroom use

____ 8. Producing student exercise book/worksheets for independent study

____ 9. Writing competencies for technical areas or worksites

____ 10. Developing materials or a system to help Volunteers continue language study after PST

TIME LINE

SUGGESTED SCHEDULE FOR CURRICULUM DEVELOPMENT ACTIVITIES

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks involved in curriculum development.

CURRICULUM DEVELOPMENT TIMELINE	
SIX MONTHS BEFORE PST	• Draft and send needs assessment questionnaires to PCVs , counterparts, etc.
FIVE MONTHS BEFORE PST	• Visits to sites: conduct interviews.
FOUR MONTHS BEFORE PST	• Compile survey results.
THREE MONTHS BEFORE PST	• Select competencies. • Identify grammar points & match with competencies. • Identify vocabulary and culture points. • Determine sequence of topics/competencies. • Readjust grammar points as necessary. • Make a preliminary weekly teaching schedule for competencies for PST.

TWO MONTHS BEFORE PST	• Plan and begin materials development. *(Materials development is discussed in greater detail in Section 4.)*
ONE MONTH BEFORE PST	• Conduct TOT.
END OF TOT THROUGH END OF PST	• Additional materials development as needed.
MID PST	• Evaluate curriculum: too much? appropriate?
END OF PST	• General curriculum evaluation.
THREE TO SIX MONTHS AFTER PST	• Detailed evaluation of competencies for curriculum revision.

OVERVIEW

DOING A NEEDS ASSESSMENT

PURPOSES OF NEEDS ASSESSMENT

The curriculum development process begins with a needs assessment. The purpose of the needs assessment is to determine what the learner needs to be able to do with the language: the **communicative competencies** that are needed.

- A needs assessment can provide answers to some basic questions that need to be answered before we can decide what language needs to be taught, such as:
  - Who do PCVs communicate with?
  - About what topics?
  - For what purposes and in what kinds of contexts or social settings?
- The needs assessment process is also a good way to begin identifying specific **language content**: vocabulary, structures and discourse patterns that are frequently used. Because needs assessment often focuses on the contexts for language use, you can sometimes forget that this process can also be a logical time to identify specific language elements that you will want to include. You can adapt questionnaires and interviews to gather some of this specific information.

DIFFERENT NEEDS ASSESSMENT TECHNIQUES

The following are some common ways to determine learner needs for curriculum development work. All of these processes could be used in carrying out a needs assessment. Your choice of which to use will depend on the resources (time, money, personnel) available at your post.

1. PRE-SET LIST OF COMPETENCIES

The easiest needs assessment is to look at a pre-set list of competencies, such as the *Peace Corps Language Training Curriculum*, and to decide on the basis of your own experience which ones should be deleted and whether any should be added. This will result in a preliminary list of competencies which will require later revision.

2. SURVEY QUESTIONNAIRES

These written forms could be distributed to PCVs, Peace Corps staff (especially APCDs or technical trainers), host families, counterparts, and worksite staff. Survey questionnaires have to be carefully constructed, so that the right questions are being asked of each person. They should also be constructed so that surveys of one group, such as Volunteers, provide information that confirms the information gathered from other groups, such as the host families. There should be a way to double check the perceived needs. The questionnaires for current Volunteers and language trainers are very detailed (and are basically the same but with a Volunteer or Trainer focus). The information we will get from these two groups will be most useful for curriculum revisions. The questionnaires for the employers/host country counterparts and for other Host country friends/colleagues of Volunteers are less extensive and may need to be translated into the target language. We are looking for more general ideas from these people.

You will probably also want to include some very open-ended questions in your questionnaires and interviews such as *"What topics do you wish you had studied in PST, but didn't?"* or *"What topics did you study that were either especially important or not useful?"* Open-ended questions for host-country friends and counterparts might include questions like *"What are the areas where you think PCVs have the most trouble communicating?"* or *"What aspects of language use seem most problematic for the volunteers you work with?"*

3. INTERVIEWS

People who could be interviewed include the same people as those who received questionnaires. Interviews could be conducted as a follow-up to the written survey forms. Some interviews might be conducted by telephone. Conducting interviews with PCVs in small groups may be an effective approach. Survey forms could go to a lot of people, but there may be limits on how many could be interviewed. If there are some employers/others who would be willing to take more time and provide additional information you can interview them in person or by telephone. In this interview you can ask more specific questions based on the list of current curriculum competencies included in the questionnaires for volunteers and language trainers. Interviews also provide a good opportunity to discover specific language content.

4. MORE OPEN-ENDED METHODS

One difficulty with interviews and questionnaires is that you need to know in advance who the PCVs communicate with, and in many start-up posts, this kind of information isn't yet readily available. A socio-topical matrix can be used as a more open-ended assessment tool than a questionnaire. It can be used to identify a less-structured way **who** is involved in daily language use and **what** are the most common competencies. Such open-ended kinds of assessment instruments might be good to use in posts where you don't have a lot of previous needs assessments to refine and adapt, or where you are trying to identify competencies that have not been pre-determined.

5. ON-THE-JOB OBSERVATION

In preparing your curriculum you need to get a good idea about specific language content that PCVs will need. On the job observations and follow-up interviews are a good way to contrast some of the familiar, "predictable" survival competencies with specific language content and functions used in technical situations. A language specialist could follow the PCV and/or counterpart for a few days to gain a fuller understanding of the language needs. Non-language specialists will probably be able to identify vocabulary needs, but they may not notice the different kinds of language interactions or competencies that they need to do their work. This kind of observation would be most useful in the developing of technical competencies.

6. VADS OR TASK ANALYSES

It may be worth looking at these documents before interviewing technical staff or drawing up a survey to determine technical competencies.

HOW TO DO IT

WORKING WITH SURVEY QUESTIONNAIRES AND FOLLOW-UP INTERVIEWS

GETTING A RANGE OF INPUT

In order to get a range of input on language learning needs, you need to poll as wide a variety of people as possible, and should consider developing four different needs assessment questionnaires for the following groups:

- current Volunteers who studied the language in PST
- current (and past?) language trainers
- supervisors/host-country counterparts of current Volunteers
- host country friends or co-workers of current Volunteers, including staff at Peace Corps

At a minimum, you want to make sure that you get input from a varied selection of representative PCVs (with a mix of job assignments, young and old, male and female, urban and rural, etc.) and PC staff.

QUESTIONNAIRES

The questionnaires for current Volunteers and language trainers are very detailed (and are basically the same but with a Volunteer or trainer focus). The information we will get from these two groups will be most useful for curriculum revisions. The questionnaires for the employers/host country counterparts and for other host country friends/colleagues of Volunteers are less extensive and may need to be translated into the target language. We are looking for more general ideas from these people.

INTERVIEWS

If there are some employers or others who would be willing to take more time and provide additional information you can interview them in person or by telephone. In this interview you can ask more specific questions based on the list of current curriculum competencies included in the questionnaires for Volunteers and language trainers.

GUIDELINES FOR DISTRIBUTING QUESTIONNAIRES

Distribute all questionnaires as far in advance as possible. For each group, you may want to include a cover letter that tells them where, when and to whom to return the questionnaire. If it is clear that you are not getting a 50 percent return, it is suggested that you call to encourage the participants to return the questionnaires.

1. CURRENT PEACE CORPS VOLUNTEERS

- Make and send copies of the questionnaire to all Volunteers in the field who studied the language during PST.
- Enclose a stamped envelope addressed to the Peace Corps office.
- Keep a master list of who receives the questionnaire and who returns the questionnaire.
- If the questionnaire is not returned by your target date, make another request, perhaps with a follow up post card or telephone call.

2. LANGUAGE TRAINERS

- If the language trainers are near the Peace Corps office, ask them to come in and fill out the questionnaire.
- If the trainer is not near the Peace Corps office, send the questionnaire to the trainer by mail and ask that it be completed and returned by your target date.
- You may want to send the questionnaire to former trainers who worked with the language program and have had significant past experience with the curriculum.

3. SUPERVISORS AND HOST COUNTRY COUNTERPARTS OF VOLUNTEERS

- If possible, call the supervisor/counterpart and ask these questions over the phone. If a phone interview is not possible, send the questionnaire to the employers.
- If the questionnaire is not returned by your target date, call the supervisor/counterpart and try to get the information by phone.
- Note: If it is more appropriate to ask these questions in the target language than in English, please translate the questionnaire.

4. OTHER NATIVE SPEAKERS (FRIENDS/ COLLEAGUES/ PEACE CORPS OFFICE HOST COUNTRY STAFF)

- Ask language trainers to distribute the questionnaire to friends/colleagues and return them to the PC office by your target date. Try to include people outside of the capitol. You may want to send copies of the questionnaire to Volunteers. They can ask host country friends in their communities to fill it out.
- Give a copy to PC office staff who speak the language and ask them to fill it out by your target date.

HOW TO DO IT

LANGUAGE NEEDS ASSESSMENT INTERVIEWS: A FEW TIPS

PRE-INTERVIEW PREPARATION

- Send out the questions ahead of time and encourage PCVs to reflect and write notes.

CONDUCTING THE INTERVIEW

- Follow up with an interview at a time and place where the PCVs can concentrate on this topic. Take good notes of what they say. During the interview insist that they be specific about who they talk with, in which situations, and at what level of formality. Learners also tend to place too much importance on speaking. Be sure to ask about listening, reading, and writing.
- Interview PCVs in groups of three if this seems useful. If one PCV seems to really have a lot to offer, go in depth with this person in a one-to-one discussion. If you can identify these good sources ahead of time, schedule the interviews with them ahead of time.
- Follow the topics and questions in the written survey questionnaire, but add others as they seem natural and skip over ones that don't get much response. Check responses of early interviewees with later ones, "Barbara says that she receives a written agenda of faculty meetings ahead of time. How about you?"
- Allow for additional ideas and suggestions from interviewees.

OBTAINING LANGUAGE CONTENT

- Try to get plenty of "sample language" that can be used in lesson materials, such as dialogs. It's easy to guess what people say at the post office because you go there yourself. You may not do so well at imagining what a visiting government official's wife will chat with a PCV about.

ANALYZING INTERVIEW RESULTS

- Draft preliminary competencies based on:
  - areas frequently mentioned
  - areas mentioned as a high priority
  - competency ideas mentioned by PCVs who seem to be particularly insightful or have the most relevant experience.

HOW
TO DO IT

OPEN-ENDED NEEDS ASSESSMENT: USING A DAILY ACTIVITY GRID AND A SOCIO-TOPICAL MATRIX

ALTERNATIVE OPEN-ENDED NEEDS ASSESSMENT TECHNIQUES

As previously noted, it is sometimes not possible to use the detailed kinds of questionnaires and interviews which were described in the previous section. In some posts you may not have had a chance to identify the **who** and **what** of Volunteers' language use that is a necessary first step in designing and distributing questionnaires and follow-up interviews, so it may be necessary to use more open-ended needs assessment instruments to identify the situations where PCVs need to use the language and the kinds of things they need to be able to communicate in those situations. Here are two alternative systems, the Daily Activity Grid and the Socio-topical Matrix, that can be used to identify potential language topics, goals and learning objectives by asking PCVs to specify situations in which they need to communicate better.

WHAT IS A DAILY ACTIVITY GRID?

The Daily Activities Grid, developed for the Peace Corps by Anita Wenden (1996), is similar in appearance to a Socio-Topical Matrix but provides more in-depth help in reflecting on the settings in which volunteers interact with host country people in their sites. Like a Socio-Topical Matrix, it can be used both as a needs assessment instrument, or as a tool for self-directed language learning which helps learners organize and prioritize their own individual learning plans.

HOW TO MAKE A DAILY ACTIVITY GRID

1. Have Volunteers fill out the grid (a reduced-size sample has been included on the next page).

For each day and hour of the week, they should:

- write where they usually are at each of the times stated. (They can change the hours to fit their own daily routines.)
- circle or high-light (we've shown them in italics, on the sample, below) the situations and times of day when they need to use the language.
- answer the questions listed below for each of the settings, in their relative order of importance.

2. Review the grids to identify the social settings in which Volunteers need to develop their language proficiency. Then select the settings in which Volunteers find themselves most often or those areas where Volunteers have identified that they most want to work on.

QUESTIONS ABOUT THE SETTING

- Who is typically in this setting?
- What happens in this setting?
- What do you do in this setting?
- What language skills are you required to use? (e.g., listening, speaking, reading)
- What are the topics of conversation in this setting?
- How do you usually feel when you are interacting in this setting?
- For what purposes are you expected to use language in this setting? (Where are your strengths and weaknesses?)
- What do you need to understand in this setting? (Where are your strengths and weaknesses?)
- List any behaviors/customs in this setting that you do not understand or find strange.

SAMPLE DAILY ACTIVITY GRID

An example of one Volunteer's week is given below with the situations in which she needs to use the language italicized.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
6:00	Home	Home	Home	Home	Home	Home	Home
7:30	*Walk to school*	*Walk to school*	*Walk to school*	*Walk to school*	*Walk to school*	Home	Home
8:00	Teacher's room School	Teacher's room School	Teacher's room School	Teacher's room School	Teacher's room School	Home	Home
10:30	*Tea break*	*Tea break*	*Tea break*	*Tea break*	*Tea break*	*Visit neighbor*	*Church*
11:00	School	School	School	School	School	*Visit neighbor*	*Church*
1:30	Plan with teachers	Plan with teachers	Plan with teachers	Plan with teachers	Plan with teachers	Home	*Friend's house*
3:00	*Post office*	*Store*	*Post office*	Home	*Store*	*A walk with friends*	*Friend's house*
4:00		*Play with children*		*Play with children*		*Walk with friends*	
5:00	*Neighbor's house*		*Friend's house*		Head teacher's house		
Evening	Home		*Friend's house*	*Meeting House*	*Head teacher's house*	*Meeting House*	Home

WHAT IS A SOCIO-TOPICAL MATRIX?

The Socio-Topical Matrix was developed by Earl W. Stevick in *Adapting and Writing Language Lessons* , (Foreign Service Institute, 1971). It can be used both as a needs assessment instrument, or as a tool for self-directed language learning which helps learners organize and prioritize their own individual learning plans.

HOW TO MAKE A SOCIO-TOPICAL MATRIX

1. Have a representative mix of Volunteers follow this process:
- Make a list of all the people you have regular contact with. Write their names in a column on the left hand side of a piece of paper, in the order of frequency you see them. Now, draw a grid, like the following sample.
- Fill in the tops of the columns with the most important conversation topics for you. Sample topics are listed below.
- In the boxes on the matrix, write the things you'd like to be able to do or do better with the person or people in that situation.

2. Each box on the matrix will provide you with ideas for topics and raw material for writing many short-term learning objectives. Each objective, in turn, becomes the basis for a lesson content or a self-study learning plan.

An effective way to go about choosing which box on the matrix to start with is to ask Volunteers to think carefully about their relationships with the people they have listed on the matrix. Try to determine if there are situations they have been avoiding, or have had any social problems with, it may well be due to a language problem or cultural misunderstanding.

COMMON TYPES OF SOCIAL INTERACTION

- Greetings and leave takings
- Small talk
- Chat about things you've done recently
- Ask for and get factual information
- Offer and/or ask for help
- Discuss likes and dislikes
- Use basic concepts, like numbers, time, dates, quantity
- Describe people, places, and things
- Make plans to meet at a particular place and time
- Explain who you are and why you are where you are
- Give and/or receive advice
- Agree and/or disagree
- Give and/or understand instructions
- Make, accept, and/or decline invitations
- Get something you need
- Talk about plans and hopes for the future

SAMPLE SOCIO-TOPICAL MATRIX

The first two boxes have been completed as an example.

	Greetings and Leave takings	*Small Talk*	*Food*	*Being a Guest*	*Apologizing for Something*
Adult Stranger (e.g., the Boat Captain)	Greeting him when I board; saying goodbye when I leave	Talk about weather, sea condition, fish, birds	________	Thank him when he invites me to the wheel house	________
Small Child (e.g. , Mareko)	Informal greeting	Sports, school-work, his cute brother	Offer cookies to him	----------	When I need to work and can't talk to him
Village Elder					
Job Supervisor					
Tea Server					
Bus Driver					
Shop Keeper					
Colleague					
Best Friend					

HOW
TO DO IT

CURRICULUM DEVELOPMENT WITH LIMITED TIME AND RESOURCES

Sometime it is not always possible to conduct as complete a needs assessment as you would like, either because you lack the time, the resources or both. Peace Corps Language Coordinators developed these suggested techniques for doing more limited needs assessments than the ones described above.

DOING A LIMITED NEEDS ASSESSMENT

- Put a needs assessment questionnaire in the Volunteer newsletter.
- Check with APCDs to coordinate and accompany them on site visits.
- Interview **representative** sample of PCVs (mix of older, younger, rural, urban and different technical sectors).
- Interview PC staff, host families, counterparts and supervisors.
- Conduct interviews by telephone when possible.
- Interview PCVs visiting the office.
- Time needs assessment with other post activities (ISTs, Mid-service Conferences, COS).

WORKING WITH A GENERIC CURRICULUM (IF YOU DON'T HAVE TIME FOR NEEDS ASSESSMENT)

- Work with staff from other units (PCMO, APCDs, CD, etc.) to determine which competencies should be retained, eliminated, or added.
- Work with teachers to decide which grammar points MUST be included.
- Match competencies with grammar, and negotiate a sequence.
- Plan follow-up needs assessment for curriculum revision (3-6 months after PST).

HOW
TO DO IT

ANALYZING THE RESULTS OF YOUR NEEDS ASSESSMENT

Once you have collected the information by whichever needs assessment technique you have chosen, you need to organize it so that you can make reasoned decisions about the selection and sequence of competencies in a systematic way.

STEP 1: TABULATE THE RESPONSES AND ARRANGE THEM IN PRIORITY ORDER

This gives you a variety of useful information to decide what order various competencies might appear in. Here's an example of the way the topics from a sample needs assessment were rated by volunteers in the Philippines:

TOPIC	NUMERICAL AVERAGE
1. Directions	4.49
2. Transportation	4.32
3. Shopping	4.31
4. Social Language	4.30
5. Health	3.91
6. Food	3.70
7. Money	3.36
8. Housing	3.30
9. Community Services	2.85
10. Literacy	2.72
11. Telephone	2.18

Other categories that need to be tabulated and listed in rank order are:

- Technical Language Topics
- Language Tasks within Topic areas
- Language Learning strategies

These rankings can be used to help decide:

- what order various topics should be introduced,
- what special job-related vocabulary and language might need to be included,
- what linguistic content needs to be included in various lessons, and
- what specific tasks and activities will build on and encourage development of individual language learning.

STEP 2: ADJUST NUMERICAL PRIORITIES TO REFLECT LINGUISTIC OR SOCIAL REALITIES OF YOUR SITUATION

The pure numerical ranking is not the only determiner of priorities or ideal sequences. For example, you will notice that the Philippine sequence placed the topic of "money" rather lower than "shopping." But, it's immediately apparent that these two topics really are more realistically taught together. Any rank order must be considered "in the real world." So use your common sense and knowledge of your particular situation to adjust your sequences to take advantage necessary or desirable connection. Other issues to consider in this process are discussed in the next part of this section.

STEP 3: RECORD AND ANALYZE ALL RESPONSES TO OPEN-ENDED QUESTIONS

Responses to open-ended questions (*What was the most effective part of your training? Most significant problems?* etc.) can be a extremely useful source of information. Look for patterns, re-occurring concerns, and other useful information. Remember that people learn differently, and therefore you will often find clear contradictions between individual responses, (for example, one respondent thought that the language learning games they played in classes was one of the most useful aspects of the PST training, while another found them a complete waste of time.

STEP 4: USE THIS INFORMATION TO PRIORITIZE THE TOPICS, FUNCTIONS, VOCABULARY, AND GRAMMATICAL STRUCTURES THAT NEED TO BE TAUGHT

Once you have specified what is needed you can divide up language content into manageable whole-task chunks that can be developed into teaching materials and specific lesson plans.

Remember that a final curriculum should ideally include the following information for each competency you have identified:

- a competency statement,
- sample language,
- a structure focus,
- related cultural points, and,
- perhaps, pronunciation points and suggested vocabulary items.

You will see a variety of competency descriptions in the next part of this section.

SAMPLES FROM THE FIELD

GENERAL NEEDS ASSESSMENT QUESTIONNAIRES

This first set of examples are excerpts from a series of four questionnaires that were developed for the Hindi Curriculum in Fiji. The questionnaires were distributed to Volunteers, language teachers, host country supervisors and friends and colleagues. This needs assessment instrument consists of two sets of questionnaires : one set for Volunteers and language trainers, one for supervisors/co-workers and friends/co-workers of volunteers. Each set is parallel in terms of what information is being asking about. (For example, the questionnaires to Volunteers and language trainers both ask about the PST language training component, the curriculum content and survival competencies, the social dimensions of language use, technical training methodology and preferred learning and teaching styles.) However, it is useful to compare the ways in which these questions have been adapted to make them specifically relevant to the groups filling out the form. Accordingly, the first few sections of both forms have been printed side by side for easy comparison. In the subsequent sections, alternative questions for volunteers and teachers have been indicated in italics for some of the items.

PEACE CORPS FIJI LANGUAGE PROGRAM ASSESSMENT QUESTIONNAIRE for CURRENT VOLUNTEERS	**PEACE CORPS FIJI LANGUAGE PROGRAM ASSESSMENT QUESTIONNAIRE for LANGUAGE TRAINERS**
The language training staff of Peace Corps Fiji would like to improve the Hindi language training program for future Peace Corps volunteers. Please help us by completing the following questionnaire and returning it by June 15 to the Peace Corps Fiji office. This questionnaire is long, but we hope you will take the time to complete it since you are our best resource for making suggestions for improvement. Thank you very much.	Peace Corps Fiji would like to improve the Hindi language training program for Peace Corps volunteers. Please help us by completing the following questionnaire and returning it by June 15 to the Peace Corps Fiji office. Thank you very much.
Name: ____________________ Group No.: ________________ Project: ____________________ Location: ___________________ Participation in HILT: (date) ______________ Use of tutor: __________ ACTFL Level at end of PST: ________ (approx.) ACTFL Level now: _______	Name ___________________ Dates of teaching with Peace Corps ___________ Dates of participation in previous Peace Corps TOTs ________________ Other teaching experience________________

I. Evaluation of Hindi Language PST Training	**I. Evaluation of Hindi Language PST Training**
A. What do you think was the goal of your Hindi course? Was this a realistic goal? Why? Why not? If it was not a realistic goal, what should the goal of a PC course in Hindi be?	A. What do you think was the goal of the Hindi PST training? Was this a realistic goal? Why? Why not? If it was not a realistic goal, what should the goal of a PC course in Hindi be?
B. Did you learn Standard Hindi or Fijian Hindi during training? Which one do you need now that you are in your site? Why? Which one should the PST language training focus on?	B. Did you teach Standard Hindi or Fijian Hindi during training? Which one do you think Volunteers should learn during PST? Why?
C. Did you learn to write Hindi during training? on your own? Do you need written Hindi? If so, when? Should written Hindi be a focus on training?	C. Did you teach the Volunteers to write Hindi during training? Do you think they need written Hindi? If so, when? Should written Hindi be a focus on training?
D. Curriculum Content Below are listed the topics and competencies in the 1994 Hindi curriculum (and in brackets other competencies that might be included in the future). Please rank those that you need in your Peace Corps assignment checking *'do not need' 'sometimes need' or 'often need'*. Add any additional areas that were not included in your training but that you need now that you are at your site.	D. Curriculum Content Below are listed the topics and competencies in the 1994 Hindi curriculum (and in brackets other competencies that might be included in the future). Please rank those that you feel Volunteers need in Peace Corps assignments. Check *'do not need' 'sometimes need' or 'often need'*. Add any additional areas that were not included in the training but that you think should be included.

D. Curriculum Content

Below are listed the topics and competencies in the 1994 Hindi curriculum **(and in brackets other competencies that might be included in the future)**. Please rank those that you /***you feel Volunteers***/ need in Peace Corps assignments. Check *'do not need' 'sometimes need' or 'often need'*. Add any additional areas that were not included in the training but that you think should be included.

TOPICS/COMPETENCIES	do not need	some-times need	often need
Phonology			
produce sounds of Hindi alphabet			
Classroom Orientation			
follow simple instructions			
make polite requests			
identify and ask for translation			
express lack of understanding; ask for clarification			
observe classroom etiquette			
Personal Information			
ask and respond to questions about:			
name			
age			
country of origin			
marital status			
work assignment and place of work			
ask for assistance			
describe nuclear family			
describe extended family			
{describe past employment}			
Other:			
Social Language			
greet and respond to greetings formally			
greet and respond to greetings informally			
apologize			
thank someone			
make and respond to invitations			
ask to leave and say good-bye			
state likes, dislikes, wants			
express simple needs and desires			
{ask and answer questions about leisure time activities			
give compliments			
ask and answer simple questions about another person (e.g. Who's that?) }			
Other:			
Time and Numbers			
identify numbers from 1-100			
tell time			
name days of week			
ask and respond to questions about daily activities			
set time to meet someone			
{identify coins and bills by name and value			
request correct amount of change for a purchase (I think you gave me the wrong change)}			
Other:			
Food			
identify and name local food items			
identify different food eaten at specific meals			
identify eating and cooking utensils			
identify food spices and ingredients			
describe preparation and cooking of local dishes			
{order a meal			
express likes, dislikes, preferences for food}			
Other:			

Health			
identify body parts			
describe minor ailments			
describe accidents, injuries			
report on someone's health			
{describe own emotional state and reason for it			
ask for instructions on taking medicines}			
Other:			

Clothing and Shopping			
identify and name items of clothing worn by Fijian Indians			
ask for basic items at store			
bargain for price of item			
get clothes sewn locally			
{ask for information about places to buy food, clothing, household items			
use common weights and measures to request food (One kilo of rice, please)			
state satisfaction/dissatisfaction with item re: price, fit, color and request a different size/price/color etc.}			
Other:			

Transportation and Directions			
ask for and give directions			
ask about bus and taxi fares			
ask about departure/arrival times (What time does the bus leave?)			
ask and respond to questions about distance (How far is Suva from Nadi?)			
{ask about destinations of bus (Does this bus go to Suva?)}			
Other:			

Communication			
make and receive telephone calls			
attend to visitors in the office			
{report an emergency			
take a message			
ask questions about postage			
set up a bank account and conduct bank transactions}			
Other:			

Weather			
identify and describe the weather			
describe the seasonal changes in a country			
Other:			

{Housing			
state basic housing needs to landlord			
report household problems and request repairs}			
Other:			

{Literacy			
write a short note			
use a dictionary to find the meaning of a word			
read the newspaper}			
Other:			

Any other topics that are not included above?

II. Additional Training After PST

A. HILT

If you attended /***taught*** in a HILT, please comment on its effectiveness. How could it have been more useful?

B. Tutors

If you have used a tutor, please comment on effectiveness./***Do you have suggestions for helping Volunteers work effectively with tutors***

III. Technical Language

Please help us add material that will be helpful to you in your work assignment/ ***to Volunteers in their work assignments.***

What special language do you/***Volunteers*** need to work effectively in your/***their*** assignment? List language tasks that could be included in a language/technical PST program.
As a Volunteer in __(e.g. secondary science education)__ , ***I/he/she*** should be able to use Hindi to:

1. 2. 3.	4. 5. 6.	7. 8. 9. 10.

IV. Language Training Methodology

What helped your learning during training?/***What do you think helps VITS learn Hindi during training?***
Rate the following 0-3. O= not included in training; 1: did not help; 2: somewhat helped; 3: helped most of the time

IN CLASS:

___ learning dialogues
___ learning vocabulary
___ learning grammar rules
___ learning cultural information

___doing drills
___doing translations
___playing language games
___doing role plays
___working in small groups/pairs
___working with the whole class
___working alone
___trainers
___other (specify)
Comments:

IN COMMUNITY/OUTSIDE CLASS:
___doing language explorations in community
___homestay with Hindi family
___keeping a journal
___homework assignments
___studying on own
___studying with classmates outside class
___talking with trainers outside class
___talking with other Hindi speakers outside class (who?)
___other (specify)
Comments:

MATERIALS/FACILITIES:
___classroom space
___use of realia by trainers
___Hindi language workbook
___other resource materials (specify)
Comments:

TIME:
___length of each class
___time of day of classes
___length of language program (too long, too short?)
___other (specify)
Comments:

TESTING:
___on-going assessment: informal feedback from trainer
___on-going assessment: formal testing during the class periods
___ACTFL testing
___other (specify)
Comments:

Of the above that were not included, which ones do you wish had been a part of your PST?

** In Fiji it is possible to use English instead of Hindi to communicate in many situations. Is there anything that could be done during training that would encourage Volunteers to use Hindi more once they get to their sites?

V. Learning/Teaching Styles

Students learn in many different ways. And trainers teach in different ways. Please help us design PST classroom activities by rating the following 0-2: 0=I don't like to learn/teach languages this way; 1=This way is o.k. but it's not my favorite; 2=I learn/teach best this way.

___ I like to practice/ ***have students practice*** sounds and pronunciation.
___ I like the teacher to tell me / ***to tell my students*** all my/***their*** mistakes.
___ I like the teacher to speak Hindi at normal speed.
___ I like the teacher to speak only Hindi in class.
___ I like studying with students at the same level that I am.
___ In class, I like to learn using dialogues.
___ In class, I like to learn using drills.
___ In class, I like to learn using games.
___ I like the teacher to explain everything to us.
___ I like to learn many new words.
___ I like to learn by talking to Hindi speakers outside of class.
___ I like to learn by watching, listening to native speakers of Hindi.
___ I like to learn new words by hearing them.
___ I like to learn new words by seeing them.
___ I like to the teacher to help me talk about my interests.
___ I like to learn in small groups.
___ I like to learn by doing something.
___ I like to study grammar.
___ I like to translate from English to Hindi and from Hindi to English.
___ I like to compare Hindi with English.
___ I like to have my own textbook.
___ I like to learn by going with the class into the community (to stores, on transportation etc.)
___ In class, I want to write everything down.
___ In class, I like to listen to and use cassettes.
___ At home, I like to listen to and use cassettes.
___ I like to learn through music.
___ In class, I like to learn with the whole class.
___ In class, I like to work in pairs.
___ I like to study by myself.
___ I like to learn by ___________ (fill in with your preference if not listed above).

Please add any additional comments that would be helpful in revising the language program. (use other side of paper)

THANK YOU VERY MUCH FOR YOUR ASSISTANCE IN IMPROVING THE HINDI LANGUAGE TRAINING PROGRAM.

SAMPLES FROM THE FIELD

TECHNICAL NEEDS ASSESSMENT QUESTIONNAIRES

This second example is part of a questionnaire that was developed by Peace Corps Bulgaria to assess the technical language competencies needed by volunteers in a small business development project. This sample consists of a rating of specific technical language competencies that may be useful for other technical sectors as well.

NEEDS ASSESSMENT FOR LANGUAGE FOR SPECIFIC PURPOSES

A. Please rate the usefulness of the following language competencies by circling the appropriate number
(0 = not applicable; 1 = not useful; 2 = somewhat useful; 3 = useful; 4 = very useful)

1. Socializing with Supervisors / Counterparts

• greet / introduce / take leave	0	1	2	3	4
• talk about one's and others' background	0	1	2	3	4
• ask / answer social questions	0	1	2	3	4
• explain your language problem	0	1	2	3	4
• make polite remarks	0	1	2	3	4
• say "No" politely	0	1	2	3	4
• invite	0	1	2	3	4
• accept / decline invitation	0	1	2	3	4
• use appropriate degree of apology / formality	0	1	2	3	4

2. Dealing with Public Officials

• make formal introductions	0	1	2	3	4
• respond to formal introductions	0	1	2	3	4
• explain own role and assignment	0	1	2	3	4
• identify work roles and relationships	0	1	2	3	4

3. Representing Peace Corps

• explain Peace Corps role	0	1	2	3	4
• talk about PC initiatives in Bulgaria and worldwide	0	1	2	3	4
• explain PC Project Plan in Bulgaria	0	1	2	3	4

4. Duties and Responsibilities

• talk about hierarchy at work	0	1	2	3	4
• understand and use titles appropriately	0	1	2	3	4
• set work schedules and timetables	0	1	2	3	4
• set up work rules	0	1	2	3	4
• ask for help	0	1	2	3	4
• respond to requests for help	0	1	2	3	4
• request work progress	0	1	2	3	4
• report work progress	0	1	2	3	4
• read job reports	0	1	2	3	4
• write job reports	0	1	2	3	4

5. Work Problems or Unexpected Circumstances

• request information	0	1	2	3	4
• give information	0	1	2	3	4
• ask for clarification	0	1	2	3	4
• give clarification	0	1	2	3	4

6. Professional Meetings

• open a meeting	0	1	2	3	4
• close a meeting	0	1	2	3	4
• ask for an opinion	0	1	2	3	4
• give an opinion	0	1	2	3	4
• agree fully / partially	0	1	2	3	4
• disagree tactfully	0	1	2	3	4
• interrupt	0	1	2	3	4
• deal with misunderstandings	0	1	2	3	4
• express your views	0	1	2	3	4

7. Quality of Work

• discuss progress with director / supervisor / counterpart	0	1	2	3	4
• compare and contrast (quantity / quality)	0	1	2	3	4
• ask reasons for actions	0	1	2	3	4
• give reasons for action	0	1	2	3	4
• give suggestions / recommendations	0	1	2	3	4

8. Work Setting

• give instructions	0	1	2	3	4
• ask for instructions	0	1	2	3	4
• follow instructions	0	1	2	3	4
• give location / directions	0	1	2	3	4
• follow location / directions	0	1	2	3	4

9. Plans

• plan personal business appointments	0	1	2	3	4
• plan business meetings / events	0	1	2	3	4
• talk about current arrangements	0	1	2	3	4
• invite to future business activities	0	1	2	3	4
• accept invitations for future business activities	0	1	2	3	4
• talk about unrealized plans	0	1	2	3	4

10. Business Correspondence

• read simple business letters	0	1	2	3	4
• write simple business letters	0	1	2	3	4

11. Telephone Language

• make requests about using the phone	0	1	2	3	4
• ask for connection	0	1	2	3	4
• identify yourself / your company	0	1	2	3	4
• make requests on the phone	0	1	2	3	4
• give positive / negative responses	0	1	2	3	4
• make appointments	0	1	2	3	4
• leave a message	0	1	2	3	4
• take a message	0	1	2	3	4
• finish a phone call	0	1	2	3	4

12. Dealing with Clients

• give a presentation	0	1	2	3	4
• be diplomatic	0	1	2	3	4
• lead a business discussion	0	1	2	3	4
• give professional advice	0	1	2	3	4
• explain business plan	0	1	2	3	4

13. Other *(Please be specific)*

B. Now think about your own assignment within the Project Plan of your specific Peace Corps Program. What language competencies you think could be usefully included in Peace Corps language curriculum (both PST, ISTs and materials for independent study)?
For example: As an SBD Volunteer, I should be able to use the language to:consult clients on accounting, marketing, information systems; give guidelines for writing a business plan; invite people to business conferences; negotiate decisions; give information about business administration.

As a __________ Volunteer, I should be able to use the language to:

SAMPLES FROM THE FIELD

OPEN-ENDED ASSESSMENT INSTRUMENTS

This third set of sample materials includes some more open-ended kinds of questionnaire formats. These can be used alone, like the Daily Activities Grid and the Socio-Topical matrix which were discussed in a previous section, or they can be included as a part of more traditional kinds of questionnaires, as these examples have been.

EXCERPT FROM THE FIJI NEEDS ASSESSMENT QUESTIONNAIRE

The first example is from the Volunteers' questionnaire that was developed by Peace Corps Fiji. It is part of the more comprehensive needs assessment questionnaire that was distributed to Volunteers and language trainers, and, like those questionnaires, has two parallel versions, one for Volunteers and one for trainers, so that the different perspectives of these two groups can be compared and analyzed.

EXCERPT FROM THE FIJI NEEDS ASSESSMENT QUESTIONNAIRE

E. People/Situations in Communication

With which of the following people in which of the following situations do you need to **speak/understand Hindi**. Please check the appropriate columns.

PEOPLE	PERS. IDENTIFICATION	HOUSE	PROFESSION	FREE TIME	TRAVEL	PERS RELATIONS	HEALTH	SHOPPING	FOOD & DRINK	COMMUNITY SERVICES	OTHER
employer											
co-workers											
friends											
neighbors											
doctor/nurse											
shopkeepers											
taxi/bus drivers											
other (specify)											

Do you use Standard Hindi or Fijian Hindi with the above people?

Do any of the above require reading/writing ability in Hindi?

When and with whom is it most important for you to be able to use Hindi? Give some specific situations (Standard Hindi or Fijian Hindi?).

EXCERPT FROM THE BULGARIAN NEEDS ASSESSMENT QUESTIONNAIRE

The second sample is a part of the same technical language needs assessment developed for Peace Corps Bulgaria provided above. This section demonstrates a more open-ended way of gathering information about technical language use.

EXCERPT FROM THE BULGARIAN NEEDS ASSESSMENT QUESTIONNAIRE

C. Please keep a journal for **only one week** about the **work situations** in which you used / could not use Bulgarian:

Day of the week	I used Bulgarian easily...	I wanted to use Bulgarian but I couldn't...
MONDAY	where? with whom? about what?	where? with whom? about what?
TUESDAY	where? with whom? about what?	where? with whom? about what?
WEDNESDAY	where? with whom? about what?	where? with whom? about what?
THURSDAY	where? with whom? about what?	where? with whom? about what?
FRIDAY	where? with whom? about what?	where? with whom? about what?

TONGA LANGUAGE NEEDS ASSESSMENT

The third example is a daily activities grid format that was developed by Anita Wenden (and discussed in a previous section) as it was adapted for use by Peace Corps Tonga to help identify competencies as part of an over-all curriculum revision.

TONGA LANGUAGE NEEDS ASSESSMENT

On August 19-20, Viliami Mafi and Doug Gilzow from Peace Corps Washington will be visiting Vava'u. They will be trying to gather information to improve the language program for future Tonga PCVs involved in projects like yours. Thanks for helping--we hope you will get some insights about how to work on your own laguage learning too.

Please fill out the enclosed grid, changing it as you think it will be helpful (adding hours in the morning or evening etc.) On the grid, indicate for each hour or cluster of hours in a typical week (a)the setting where you are, (b)who you are interacting with and (c)what would be typical topics. Then look at some of the settings that you think should be covered during PST or in some later training or materials and jot down answers to the following questions--or at least think about them.

(1) What language skills do you need to function in a particular setting--listening, speaking, reading or writing or some combination?

(2) What have you have already learned and when did you learn it (during PST or later)?

(3) What do you still need to learn to function well in this setting?

GRID OF DAILY ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
AFTER 5:00							

OVER VIEW

SELECTING AND SEQUENCING COMPETENCIES

SELECTING COMPETENCIES

A typical needs assessment will probably identify far more language competencies than you can ever hope to teach in the limited time frame that is available in most PSTs. Therefore, your first step in devising your curriculum is to select the competencies you will focus on. There are three basic criteria that determine whether a competency should be included in the curriculum.

1. IMPORTANCE OF THE COMPETENCY

According to the needs assessment, is the competency one that PCVs need frequently (such as shopping competencies) or is it one which is very important (such as emergency competencies). If not, it should not be included in the curriculum. Competencies which are trivial or not relevant should be avoided. When looking at needs assessment results, consider the needs of specific PCV groups: women, rural, different tech sectors, other geographic/cultural variations.

2. COMPLEXITY

Is the task so difficult that it cannot be included, or does it require very difficult language structures? The ability of the Trainees to handle the competency during Pre-Service Training must be considered. If a competency is complex but very important, try to divide it into smaller "sub-competencies" that are manageable.

3. TIME CONSTRAINTS

Most PSTs consist of only 100 to 200 hours of instruction. There is a limit to how many competencies can be productively studied in this time. We must not force our students to race through lots of competencies, memorizing phrases without developing language skills.

SEQUENCING THE COMPETENCIES

The topics and competencies derived from the needs assessment and edited down through the selection process must be organized into a teaching sequence. This sequence must be determined according to an interplay of four factors:

1. IMMEDIACY OF NEED

What do Trainees need to know how to do at the various stages of the PST? Competencies can be sequenced to prepare Trainees for their village homestay or for a site visit, for example.

2. COMPLEXITY OF THE TASK

Generally, competencies about the self and the immediate surroundings are easier than more abstract or distant topics. Competencies appearing early in the curriculum are typically ones involving introductions, identifying oneself, and following classroom commands.

3. COMPLEXITY OF THE STRUCTURES INVOLVED

In addition to a list of competencies, a list of key grammar structures also needs to be generated. Many grammar structures arise naturally from specific competencies, but the complexity of those structures needs to be considered in sequencing the competencies. The curriculum writer needs to have an idea of which grammar structures are most essential to provide a basis for learning the language and to ensure that they are included in the curriculum and that they are presented in a clear, logical sequence moving from simple to more difficult. Learners must have a sense of being guided into the language, not having it just thrown at them in a random way. Review of structures should also be built in to the curriculum. These grammar points must be a part of the competency-based lesson, not separate from it.

4. LINEAR OR CYCLICAL TREATMENT OF COMPETENCIES WITHIN TOPICS

Some curriculums proceed through competencies topic by topic: Personal Identification, Classroom, Food, Shopping, etc. Others take one or two competencies from a topic , then move to one or two from another topic, and so on. The advantage to the former arrangement is that there can be a depth of vocabulary developed by staying within a single topic longer. The advantage to the second kind of arrangement is that student needs are more likely to be met quickly and there may be more flexibility to accommodate increased difficulty of grammar points.

ALLOWING FOR FLEXIBILITY

It is always tempting to try to teach as much language as possible, since the trainees' language needs are invariably greater than what can reasonably be presented and practiced in the time allowed for most training programs. But especially with limited time for language learning, it is very important that you don't try to include too much in your curriculum. Remember that there are some principles to keep in mind that will help you from trying to be too ambitious in what you can cover.

1. LEAVE SOME "BREATHING SPACE"

Most learners need time to reflect, process and internalize the language features that they are learning. Being exposed to vocabulary and structures is not the same thing as being able to use them naturally in unstructured communicative situations. Remember to leave time for Trainees to review and solidify their proficiency.

2. ALLOW TIME FOR TRAINEE INPUT

Don't plan your curriculum so tightly that you have no room for Trainee input and ideas about what they need to know. New Trainees may not have the same perceptions about their own language needs as the more experienced Volunteers in the field who filled out your needs assessment questionnaires. Give Trainees an opportunity to develop and prioritize their own perceptions about their most pressing language needs and areas of concern. Allow time in the curriculum for mid-term evaluation and feedback. Remember that language learning is always a partnership between the teacher and the learner, so don't make your curriculum so fixed that you eliminate the opportunity for learners to have a voice in this partnership.

3. ALLOW FOR OPTIONS

We know that people learn languages differently, and that they have different goals in language learning. You don't need to cover all the competencies in the same way or to the same level of proficiency. Try to arrange your curriculum so that Trainees can make choices about specific competencies, or how much detail about the language they will learn. You may want to structure your PST design to allow for optional classes at the end of the day, and let Trainees choose from a changing "menu" of different specialized lesson plans.

THINGS TO THINK ABOUT

INTEGRATING COMPETENCIES WITH MAJOR PST EVENTS

In addition to the issues mentioned in the overview, there are some other factors to consider when you decide on a particular sequence for your curriculum. One very important feature is the calendar of events that form the technical and cross-cultural parts of the training program, such as community field visits, homestays, etc. Language Coordinators have identified the following major events in the PST as useful milestones for curriculum planning.

Event	Description	Curriculum topic or competency
Entering the Host Family	may not apply at some PSTs	introduction greeting etiquette and meals
Health and Personal Safety	is very important when the Trainees start walking around by themselves	basic phrases of asking for help cross-cultural information avoiding conflicts
Life with the Family	to help Trainees in their daily life with the family	
Shopping	the Trainees are faced with these tasks fairly early on	polite phrases of request numbers currency
Site visits		traveling reading schedules buying a ticket asking for directions reading a map asking for help
TEFL Practicum	may not be very important if the Trainees are supposed to use mostly English in their classes	classroom directions office/technical language
Swearing-In	closing of the program	a Trainee may be asked to read a speech in the local language

THINGS TO THINK ABOUT

GRAMMAR AND A COMPETENCY-BASED CURRICULUM

Another feature that needs to be considered is grammar. There is sometimes disagreement between language teachers about how central a role the grammar of a language should play in determining the sequence of teaching, but in a competency-based curriculum, the role should be secondary. Grammar should **not** be a central organizing feature of your curriculum, but you still need to take it into account when you select and sequence your competencies.

WHY DO WE NEED TO CONSIDER GRAMMAR?

Children and adults learn languages differently. As a rule, adults want to speak accurately, and some become embarrassed by mistakes. In general, adult learners want and expect some kind of grammatical explanation when they learn a language. They often need to feel that they are being introduced to the features of the language in some systematic way, and not just at random. The questions adult learners ask about the language will often be phrased in the grammatical terms and categories that they have learned about their first language, which may be very different from the actual terms and categories of the target language. Finally, as many language teachers know, if some learners aren't given explicit grammatical information, they have a tendency to invent their own, using rules based on their first language or some possibly incorrect ideas about the structure of the target language.

THE ROLE OF GRAMMAR IN A COMPETENCY-BASED CURRICULUM

Grammar in Peace Corps language training should serve as a "road map" that the learner uses to produce original utterances that haven't necessarily been explicitly taught by the teacher. Grammatical information should be presented as generalizations about how a language works which can help a learner remember and extend his/her ability to communicate in new and original ways. Knowledge of grammar can help a learner remember features of the language and apply those features in new situations.

INTEGRATING GRAMMAR INTO THE CURRICULUM

There are three aspects of grammatical information that need to be considered as you decide what to include in your curriculum.

FORM–Does the learner say it correctly and fluently? Can she/he be understood?

MEANING –Does the learner say what she/he means to say? Does s/he communicate the appropriate semantic distinctions?

USE –Does the learner use the structure in an appropriate way, so that the listener pays attention to **what** the learner says, not **how** the learner says it?

Learners need to focus on different aspects at different stages in their language learning. At the beginning level, students need to focus primarily on form and meaning. Their goal is mastery of specific language elements in specific situations. As learners advance in the language their needs change. At the intermediate level their concerns focus more on the issues of meaning and use. They need to have the understanding that allow them to expand their language use to original situations. Finally, as they advance they may need to know how to choose appropriately from a number of possible ways to express their meaning the way that is most appropriate socially or culturally.

Grammar must never be presented in isolation, for its own sake, but always as a means to distinguish meaning or accomplish a communicative purpose. For example, don't teach trainees the entire pronoun system of a language, but rather how using one pronoun form instead of another can change the meaning of what they are trying to say. Or, as another example, don't teach the entire system of verb tenses, but rather how that system distinguishes between things that *might possibly* happen as opposed to things that *will definitely* happen. Deciding what grammatical information should be included in your curriculum must be determined by the communicative needs of the learners, not the other way around. Competencies should never be introduced for the sole purpose of illustrating a grammatical feature of the language.

PRINCIPLES OF SEQUENCING

Just as there is a natural sequence of the **what kind** of grammatical information that is presented to learners, there is also a sequence of **how** to present this information. The presentation of any grammatical information should always be followed immediately by opportunities to practice and apply that information in meaningful communication.

1. RECOGNITION

As with most aspects of a language lesson, grammatical structures should be presented to learners first for their recognition. Learners need to be able to hear and understand the language features that express or change meaning. They need to be able to hear and correctly interpret different forms that indicate important differences in meaning like affirmative or negative, singular or plural, past time or future time, male or female. These meaning categories differ from language to language, and may be very different from grammatical categories in English. But simply understanding these differences is not enough. Learners must be able to express these differences themselves correctly and fluently.

2. STRUCTURED MEANINGFUL PRACTICE

After learning to recognize and understand , learners must next focus on production. They can do this through meaningful practice in structured situations. Learners must have an opportunity to express a specific meaning difference in a specific situation where the content has already been determined by the teacher or the learning materials. For example, learners must first have an opportunity to express whether they have one brother or three brothers, or describe what they did before class versus what they will do after class before we can expect them to express these kinds of differences in free, unstructured conversation.

3. REAL COMMUNICATION IN LESS STRUCTURED SITUATIONS

Structured practice must always be followed by opportunities to apply the new patterns and vocabulary in unstructured situations both in and outside of class, either as communicative tasks or community contact assignments. For example, once learners have had structured practice distinguishing between actions in the past versus actions in the future, they should then have a chance to describe things they plan to do next weekend that they didn't do last weekend, or find out what members of their host family did before the learner started living with them, or what they will do once the Volunteer has moved on to his or her post. This is the real purpose of any grammatical information: to help learners accomplish these kinds of unstructured tasks. If you only do steps 1 and 2 without also including this crucial third step of applying the knowledge to new situations, it's a little like teaching someone the steps to a folk-dance, but never giving them a chance to actually dance to music.

4. GENERAL GUIDELINES

How much explicit grammatical explanation and practice is too much? How little is too little? There is never a simple answer to this question, because there is never a simple correlation between competencies and particular grammatical features. However, these basic principles can help you decide how much focus to put on grammar.

- Teach the language, not about the language.
- Grammar is a tool that learners can use to expand their ability to communicate in new situations, not an end in itself.
- Grammar should be presented in small specific "chunks" that explain how specific meaning differences are communicated, not an abstract overview of many features.
- There must always be an opportunity for immediate application of the structures in communicative situations.

Your overall purpose should be to give learners an opportunity to first practice and then to use specific language features .

THINGS TO THINK ABOUT

INTEGRATING CROSS CULTURAL CONCERNS

It is never possible to teach a language without also considering the cultural context in which the language functions. Such cross-cultural information as non-verbal communication styles, appropriate social behavior, and acceptable topics for conversation are all an important part of the curriculum as well. In addition, Trainees need to get some basic information about the culture and history of the country where they are working. These are some common language competencies that can easily be integrated with cross-cultural information:

LANGUAGE COMPETENCIES THAT CAN EASILY BE INTEGRATED WITH CROSS-CULTURAL INFORMATION

Ask personal information.
Describe home activities at different times of the day.
Identify family member's role(s).
Describe a typical family .
Make small talk on training events.
Give a short speech to introduce self.
Give a simple farewell speech.
Teach a host family member an American family activity.

SAMPLES FROM THE FIELD

INTEGRATING CULTURAL THEMES INTO THE CURRICULUM

This an excerpt of a curriculum from Peace Corps Ecuador that was thematically organized to provide additional content about cultural information as well.

ECUADOR
OMNIBUS/76 - INTEGRACIÓN DE COMPONENTES

Componente/ Actividad	X-Cultural	Lengua	Salud & Seg.	Técnico
CONOCIMIENTO DE LA REALIDAD NACIONAL				
Historia y Geografía	Conferencia sobre Historia del Ecuador. Introducción sobre geografía social y física.	Revision de textos selectos sobre Historia del Ecuador, fechas, sucesos y personalidades relevantes. Visita a Museos y al Centro Histórico. Procesar lo observado.	Distribucion geográfica de enfermedades tales como Cólera, Malaria, SIDA, etc.	Descripción de sitios de trabajo, con breves antecedentes históricos y geográficos. Evolucion de principales indicadores de salud en el Ecuador.
Legislación y Sistema Político-Institucional	Conferencia sobre sistema político y partidos.	Revisión sobre textos selectos sobre legislación nacional. Derechos de ciudadanía. Deberes y derechos de extranjeros en el Ecuador (con estatuto de PCV)	Normas de seguridad que deben observar los PCVs	Derechos de los niños y ado-lecentes. Derechos de atención primaria en salud. Resultados Consulta Electoral. Visita a instituciones relacionadas con las áreas técnicas (por ej. INNFA, UNICEF, MSP, MBS, etc.)

Componente/ Actividad	X-Cultural	Lengua	Salud & Seg.	Técnico
Desarrollo socio-económico	Presentación sobre principales indicadores de desarrollo. Estructura y tamaño de la población. Pobreza y grupos vulnerables.	Textos selectos sobre desarrollo, niveles de pobreza en el Ecuador.		Salud y desarrollo. Evolución y situación actual de la niñez y juventud. Conocimiento de organizaciones vinculadas a las areas técnicas que trabajan en los sitios.
Diversidad étnica y socio-cultural	Presentación sobre grupos indígenas y diveridad cultural. Condiciones de la mujer. Contrastes Urbano-Rural.	Influencia del Quichua en el castellano ecuatoriano. Modismos regionales. Lengua y género.	Seguridad según contexto socio-cultural (en la sierra, costa, oriente; a nivel urbano y rural).	Niñez y grupos étnicos. Medicina tradicional y etno-medicina
Recursos Naturales y Medio Ambiente	Principales indicadores socio-ambientales.	Revisión de casos de efectos ambientales (contaminación por gasolina con plomo, contaminación en explotación petrolera, etc.)	Salud y contaminación ambiental y de alimentos.	Reciclaje de desechos sólidos. Aspectos ambientales que afectan la salud en el Ecuador (contaminación de productos agrícolas, etc.) Biodiversidad. Flora y fauna.

CONVIVENCIA SOCIO-CULTURAL

Compras de comida, ropa, etc.	Visita a mercados.	Vocabulario sobre productos mas comunes disponibles en tiendas y mercados. Precios y sistema de pesos y medidas. Visitas a mercados, tiendas, almacenes. Regateo.	Precauciones sobre alimentos crudos, legumbres y hortalizas. Alimentación disponible en los sitios.	
Familia	Familia nucrear y Familia ampliada. Caracteristicas. Integración a las familias.	Miembros de la familia. Relaciones y grados de parentezco.	Recetas medicinales domésticas (manzanilla, toronjil, etc). Seguridad en relaciones con miembros de la familia (relaciones con "hermanos").	Roles y responsabilidades de los miembros de la familia. Buscar familias que tengan oportunidades de prácticas técnicas(?) Situaciones de maltrato a niños. Niños fuera de contextos fami-liares (de la calle, huérfanos)

Componente/ Actividad	X-Cultural	Lengua	Salud & Seg.	Técnico
Comunidad y Relaciones interpersonales	Presentacion de experiencias de PCVs anteriores. Problemas y manejo de las relaciones interculturales. Participación en actividades de la comunidad. Padrinazgos.	Lenguaje coloquial, informal y formal. Usos del "TU" y "USTED".	Seguridad y relaciones interpersonales. Como manejar una comunicación directa para evitar malos entendidos.	El proceso de contacto con la comunidad. Relaciones interpersonales en actividades de desarrollo.
Transporte	Experiencia práctica de transporte en varios medios, en Scavenger Hunt.	Tipo de transporte (buses, trole, taxis) rutas y costos.	Precauciones al mobilizarse.	Mobilización y rutas a los sitios de trabajo.
Trámites y servicios	Sistema burocrático e institucional.	Poner una carta en el correo, estampillas, precios. Trámites en oficinas públicas. Trámite de visa. Coimas.	Dónde acudir para asistencia médica en caso de urgencia. Documentación personal y seguridad (visas, pasaporte).	Trámites para atención de salud (Centros, subcentros de salud, dispensarios IESS). Funcionamiento comisarias de la Mujer y Familia. Visitas a instituciones como UNICEF, INNFA, etc.

Recreación

Juegos y cartas	Torneos de 40, 31 y otros juegos, en Día Cultural	Refranes populares. Reglas juego de 40, perinola y otros juegos locales. Bromas y chistes. Sal quiteña.	Simulacros y dramatizaciones en Feria de la Salud sobre desastres naturales, situaciones de riezgo.	Juegos infantiles tradicionales. i.e. trompos, bolas, rayuela quemados, etc.
Música	Presetacion sobre diveridad etno-musical. Grupos musicales, con música tradicional y "de moda" (Día Cultural)	Letra de canciones populares y tradicionales (J.J., Chulla Quiteño, Himno, etc.) Interpretación de canciones.	Utilidad de la música para combatir el estrés.	Canciones infantiles.
Baile	Clases y sesiones de bailes (Día Cultural).	Salidas a Discotecas. Formas de invitar a bailar (y de rehusarse a hacerlo).	Recreación nocturna y seguridad. Cómo decir no en una fiesta. Precauciones al salir en las noches.	Baile de la silla.
Deportes	Campeonato de Ecua-volley, indorfutbol en Dia cultural.	Reglas de Ecua-volley, etc. Información y experiencia sobre otros juegos locales (pelota nacional, cocos, etc.) Rol del futbol en la cultura ecuatoriana.	El rol del deporte y la actividad física en la salud del PCV.	Enseñanza de los PCV a niños de deportes coo beisball, basketball, etc.

HOW
TO DO IT

IDENTIFYING AND INTEGRATING TECHNICAL COMPETENCIES

TRAINING MORE THAN ONE TECHNICAL SECTOR IN A PROGRAM

Some of the competencies you will need to include in your curriculum arise from the specific technical areas that Volunteers will be working in. Different technical sectors in the same training program may require different technical vocabulary, and competencies. This may be challenging for Language Coordinators to identify and develop because they are often not trained in those specific technical areas.

GENERIC TECHNICAL LANGUAGE COMPETENCIES

However, there are some general technical competencies that most professional contexts share, such as:

- Describe PC Organization - goals, projects, etc.
- Describe one's job assignment.
- Explain / demonstrate a technical process.
- Conduct a simple community survey.
- Conduct a short meeting for the supervised laborers.

The following list of such generic technical competencies was developed by Language Coordinators in the Africa Region:

- **Community Entry/Survey Skills** (PRA/PACA etc.):
  - identifying/contacting leaders--community groups and institutions
- **Relations with co-workers:**
  - professional colleagues
  - supervisor
  - counterpart
  - subordinates (secretary, janitor...)
- **Giving advice/teaching an individual** (non-formal ed)
- **Conducting a meeting:**
  - before the meeting
  - beginning the meeting
  - during the meeting/step-by-step explanations
  - closing the meeting
  - after the meeting

- **Participating in a meeting:**
  - describe self/PC/project
  - clarification
  - interrupting
  - suggesting
  - disagreeing
  - questions
  - changing topic
- **Telephone Skills**
- **Written reports**

OTHER SOURCES OF TECHNICAL COMPETENCIES

In addition to generic competencies that most technical sectors share, you can also get a good idea of possible competencies by looking at some of the other training sector materials that Trainees will be using. You will also want to look carefully at any open-ended needs assessment instruments you have used, such as the socio-topical matrix or open-ended questions in your needs assessment questionnaire such as: "As a Volunteer in [----technical sector] I should be able to..."

COMMUNITY SURVEY FORMS

Such things as Rapid Rural Appraisal Survey Forms can serve as a possible starting point for developing competency statements for a variety of technical sectors, but would probably require further development before they could become part of your curriculum. For example, here is an excerpt of a preliminary list of draft technical competencies that were developed in the Philippines based on a Rapid Rural Appraisal Survey Form. These descriptions would need to be expanded to include information on such things as how such interviews should be conducted, or with whom, or whether any of the questions might be "sensitive" for a particular cultural context, or whether specific vocabulary or speech patterns need to be used. But even so, they provide a useful starting point for identifying competencies for specific technical sectors that you may not be familiar with.

1. AGRICULTURAL PRODUCTION

- Ask about the size of farms/cultivated portions of the farm.
- Determine crops being planted including vegetables.
- Determine the cropping cycle for each crop.
- Inquire about farming inputs including use of fertilizer and pesticides.
- Determine production trends within three years.
- Determine post-harvest practices for each crop.
- Inquire about practices in livestock management.
- Determine existence of cooperatives in the community.
- Inquire local beliefs related to farming.

2. WATER/ SANITATION

- Determine reliability of clean drinking water.
- Determine distance of drinking water.
- Identify sources of drinking water during summer.

- Inquire about sanitary facilities.
- Identify existing water systems.
- Inquire about existing water associations.
- Identify locally available materials for water systems construction.
- Determine local beliefs related to water systems construction.

3. COASTAL RESOURCES MANAGEMENT (CRM)

- Determine the number of fishermen.
- Ask about the fishing methods used.
- Determine the cycle of fishing.
- Identify different marine resources.
- Estimate the extent of damage to reefs.
- Inquire about the existence of artificial reefs.
- Inquire about the existence of mangrove reforestation.
- Determine alternative livelihood.

4. PROTECTED AREAS

- Identify existing wildlife.
- Determine trends of wildlife population.
- Determine existing medicinal plants.
- Identify other non-timber forest products.
- Determine boundaries of the protected areas.
- Inquire about existing alternative livelihood.
- Identify possible additional alternative livelihood.
- Ask about resource management seminars.
- Ask opinions concerning resource depletion.
- Inquire about local beliefs related to the forest/jungle.

OPEN-ENDED NEEDS ASSESSMENTS RESULTS

Open-ended needs assessment instruments such as the socio-topical matrix or open-ended questions in your needs assessment questionnaire are also a good source of potential technical competencies. These examples of sector-specific technical competencies were identified by analyzing the results of the volunteers' socio-topical matrix which was part of the needs assessment process for Tonga.

1. YOUTH DEVELOPMENT PROJECT PCVS

Community Youth Meeting:

- **Before the meeting:**

-Write an agenda and distribute to all members and potential meeting participants. Highlight new proposals, issues, and decision points. (This should happen about two days before the meeting.)

-Discuss meeting content with town officer or whoever the attending town official is.

- **Beginning the meeting**

- opening Prayer (listening)
- village leader welcome protocol (listening)
- PCV welcomes all.
- Introduce any visitors.
- Review agenda for the meeting.

- **Review of current projects and old issues**
  - Mention topics at previous meeting.
  - Give an update and request additional information.
  - Request group or project leaders to report on activities.
- **Introduce first item.**
  - Describe the issue thoroughly.
  - Discuss advantages and disadvantages.
  - Request additional opinions from participants.
  - Disagree with participant.
  - Close discussion and ask for decision.
- **Introduce second item, etc.**
- **After all scheduled items,**
  - Ask for any new concerns and issues.
  - Ask participants with any individual concerns to meet with you later.
- **Closing**
  - Ask attending official to close with prayer.
- **After meeting**
  - Discuss meeting briefly with participating village official.
  - Meet with individuals who have concerns.

2. ENVIRONMENTAL PROJECT PCVS

Telephone Competencies:
- Taking a message for someone
- Asking if specific person is available and leaving a message
- Asking and answering information questions (How much would printing 100 copies of a one-page flyer cost?)
- Responding to request for assistance
- Contacting officials in the capital

Reading And Writing Competencies:
- Read and write a flyer.
- Read and write brief messages to a co-worker or neighbor.
- Read forms.
- Read for practice: pamphlets on health, agriculture, small business, etc.

(Comprehension exercises and vocab notes for these could be developed by PC language staff)

3. EDUCATION PCVS

Attending A School Staff Meeting:

Listening comprehension
-opening prayer
-review of old business
-list of new issues
-discussion of agenda items (building a new hall, planning for upcoming event, etc.)
-closing

Speaking:

Trainees should learn how to contribute a "new issue" or to give an opinion on an issue during the discussion.

DEVELOPING TEACHING IDEAS FROM TECHNICAL COMPETENCIES

In addition to helping you define and determine your curriculum more completely, an analysis of technical competencies can also suggest specific teaching activities that you may want to integrate into PST and IST language training.

The list of technical competencies identified in Tonga was further analyzed to see what specific learning and practice activities might be needed to achieve those competencies, and resulted in the following list of possible teaching strategies:

TEACHING STRATEGIES FOR TECHNICAL COMPETENCIES

- In addition to conventional dialogs and role plays for the different meeting elements, Trainees as a group could try to script a meeting and act it out. There could be tapes of meetings or of the different meeting elements for practice. These should have accompanying print material--exercises and comprehension questions.
- Visits to meetings (town meetings, church meetings, PCV meetings) and take notes in learning logs for processing in tech or language sessions
- Visits to PCV projects and take notes in learning logs for processing in tech or language sessions
- Talking with officials (introductions, requesting information...) This could be developed in a traditional dialog-based language lesson.
- Classroom language for model school (commands, directions, clarification, discipline)
- After swearing in, PCVs should be encouraged and supported in efforts to visit 2nd year PCVs to observe their meetings and get suggestions, especially prior to an IST.

TIPS FROM THE FIELD

INTEGRATING OTHER SECTORS WITH THE CURRICULUM

Language Coordinators from a variety of Peace Corps countries have discussed ways to integrate various sectors of training and the language curriculum. Here are some of the tips they came up with:

INTEGRATING WITH CROSS-CULTURE

- There should be cross-culture sessions during the TOT, because language staff need to be made more aware of "hidden" aspects of their own culture and they will also need to learn a bit about American culture. New instructors will tend to see "culture" as synonymous with the Arts.
- Because the content is based on real situations, learners can go out of the classroom and try the language in a real cultural context.
- Some cultural topics (shamanism, cultural differences within the country, role of women, minority groups) can be covered through talks given in the target language. Some cross-culture information could be included in language classes, with some limited use of English, if absolutely necessary. But this has to be kept to a minimum. If there are session which require considerable English then those sessions should be organized outside of the language curriculum, but coordinated with the language classes.
- Visitors can be invited to the language class to chat with Trainees informally on topics of high interest.
- Have a visitor tell a well-known folk tale or legend.
- Make sure the curriculum includes poems, songs, jokes and popular local games, including the vocabulary used when playing them.
- Each lesson in the Curriculum should also contain a Cross-cultural note or observation. Dialogues and role plays can emphasize specific aspects of cultural life, social norms, customs, etc.

COMPETENCIES THAT INTEGRATE LANGUAGE AND CULTURE

- Ask personal information.
- Describe home activities at different times of the day.
- Identify family member's role(s).
- Describe a typical family .
- Make small talk on training events.
- Give a short speech to introduce self.
- Give a simple farewell speech.
- Teach a host family member an American family activity.

INTEGRATING WITH TECHNICAL LANGUAGE

- In addition to basic grammar, vocabulary and communicative practice, the language program should include special sessions on technical language. In these sessions, the Trainees can be divided by sector and receive special language sessions that focused on the technical language and vocabulary necessary for the Trainees to work in their specialized field.
- A typical technical language lesson began with the Trainees receiving a list of new vocabulary words relating to some aspect of their field. For example, the SBDers might have banking vocabulary, the ENVs might have vocabulary about natural features and TEFLers some information about the school system. The Trainees would go over the vocabulary and ask clarification questions, then the LIs would have some short exercises, dialogues, role-plays, etc. to check the Trainees' understanding of the material.
- Keep the technical language sessions relatively short, about forty-five minutes to one hour, and schedule them about once a week . They should complement the technical training sectors and also provide a change of pace from the normal classroom language lessons.
- Design and plan with other components. This will help you to know when Trainees have lessons. Have a meeting with the Technical trainers to talk about your Language Plan and the role of the Language Teacher in charge of the Program. Get lists of technical terms and ask for any pictures or books that could help when you start to write language materials.
- Trainees can be paired with students at a local business college for learning vocabulary and local business concerns.
- Individual members of the language staff agree to select one technical area (or slow learners) and become somewhat expert in it.

COMPETENCIES THAT INTEGRATE LANGUAGE AND TECHNICAL

- Describe PC Organization - goals, projects, etc.
- Describe one's job assignment.
- Explain / demonstrate a technical process.
- Conduct a simple community survey.
- Conduct a short meeting for the supervised laborers.

OVER VIEW

SPECIFYING LANGUAGE CONTENT

MOVING FROM IDENTIFYING COMPETENCIES TO PREPARING TEACHING MATERIALS

As suggested in previous parts of this section, identifying, selecting and sequencing competencies also includes specifying the language content that these competencies require:

- You need to specify the **important grammatical features** of the language.
- You need to identify the **general and specific technical vocabulary** that learners will need.
- You need to consider the **relevant cultural information** that is involved.
- Depending on the language you may also need to consider **difficult pronunciation features** and provide explicit practice of sounds that are problematic for learners to produce, or consider the challenges presented by the fact that learners must master a new alphabet.

A careful analysis of the results of your needs assessments and task analyses that were discussed earlier in this section can provide you with an inventory of the specific language content that you will need to include. It can also suggest specific practice activities that you may want to include. All of this needs to be included in your curriculum.
A detailed curriculum can provide you with a clear plan for developing the teaching materials, classroom activities, lesson plans, and review materials that you will need to produce.

Below is an example of a curriculum that was developed for use in Eritrea. This preliminary outline describes the scope and sequence of the revised learning materials under development. This materials development is discussed in the next section of this resource manual, but it cannot be done without a detailed curriculum to base it on.

Tigrigna PST Language Textbook Plan

Competency	Pictures	Dialog	Grammar	Vocabulary	Exercises	Literacy
1. Introduce self	Maps: U.S. & Eritrea	ok	formulaic	expressions	not needed	Recognize own name (Eritrea, America, PC)
2. Greet/ respond to greetings	people greeting w/time of day indicated. men/women	ok	formulaic	expressions	not needed	
3. Inquire about health (courtesy)	————	ok	formulaic	expressions	not needed	
4. Take leave	time of day pictures	REVISE (combine w/other)	Demonstrative Pronouns: male/female sing.	expresssions	Review activities, drills, pair practice	
5. Tell about own family & learn about host family	family tree and picture of family	REVISE	Who? How many? What...name?	possessive pronouns, family relationships, single/married, numbers 1-10	Teacher tells story w/comprehen. Qs. Tcher explains tree. Pair interviews to draw trees. Trainees ask Qs of host family to make tree.	Recognize "father, mother, sister, brother etc. "and fill in tree
6. Ask about & give street address of housing	map with street names	OK, but revise to include clarification (What?)	Where...?	Street names, numbers for houses 1-20(?)	Draw a map of trng center area. Locate each others houses. Begin creating BIG map	Label places on map using Tigrigna. Recognize own street name.
7. Request items and facilities in the house	"map" of house w/pictures of things in rooms to show bedroom, kitchen etc.	Revise a little	Do you have...? Is there any toilet paper? Negative: There's no hot water.	A few prepositions, rooms of the house, common household items	Pair practice w/Q&A. Need to make info gap	Label rooms of the house
8. Asking for the time, telling time	clocks	Revise a little	————	Expressions of time: 1/4, 1/2, noon, midnight. Numbers 1-60	Recognize clock time (TPR), Move hands of clocks from teacher dictation, What time is it? T-S, pair work, Ask a stranger the time.	
9. Describing daily activities	pictures showing daily activities from waking to sleeping with clocks or sun/moon	New one needs translation	Verbs in present: negative and interrogative	10 verbs of activity, days of the week, parts of the day	flashcards w/vocab and numbers, daily schedule for pair work, student/student interviews for weekend schedules, Find out daily schedule for host family members.	Recognize, label days of the week, Read paragraph and fill in schedule.
10. Tell about past events (Add material about personal history?)	"photos" to show infant, graduation, arrival in Eritrea, with dates written below each. Picture of host father showing photo album to trainee.	New one--needs translation	Verbs in past tense (neg &interrog), When...?	dates, months, years. Verbs for events (born, arrive, graduate...), How old are you?	Substitution drill, Chart comparing life events for 2 or 3 people, Info gap?,Review daily activities in past, student-student interviews. Interview host parents.	Dictionary practice.
11. Accept, and decline offers of food. State food preference.	Scene with host mother offering trainee some tea.	Tea dialog OK	New interrogative form	tea, coffee, other drinks, bread	variations of dialog to role play w/culture focus	

SAMPLES FROM THE FIELD

PEACE CORPS GENERIC SURVIVAL CURRICULUM

This summary of general survival topics has been used by many countries as a starting point for developing their own curriculums. The full text, including more detailed description of the competencies, as well as suggested practice activities has been included on the CD-ROM.

UNIT	TOPIC	COMPETENCIES	FUNCTIONS
I	**PERSONAL IDENTIFICATION**	Identify self (name, country of origin, passport number)	Asking for information Giving information
		Introducing self	Introducing self
		Introducing others	Introducing others
		Greet and be greeted	Greeting/Being greeted
		State own well-being/inquire about the health of others	Socializing
		Take leave	Taking leave

UNIT	TOPIC	COMPETENCIES	FUNCTIONS
II	**CLASSROOM ORIENTATION**	Follow simple directions	Instructing others to do something; Following instructions
		Make polite requests	Making/Acknowledging request Express/acknowledging gratitude
		Observe classroom etiquette	Apologizing; Granting forgiveness; Getting attention; Granting/refusing permission
		Express lack of understanding/ Ask for clarification	Expressing Confusion; Requesting others to do something; Clarifying
		Find out target language for unknown	Asking for information; Identifying
		Tell time	Requesting/Giving time
		Tell date	Requesting/Giving date

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III	**SOCIAL LANGUAGE WITH HOST FAMILY COMMUNITY**	Ask/answer personal info. questions (e.g. name, country, age, birthday)	Asking for information; Identifying; Giving information
		Describe own family	Asking for information; Identifying
		Ask about host family members	Comparing
		Describe Peace Corps role in host country	Identifying; Describing; Narrating
		Identify own job in Peace Corps in host country	Asking for/giving information Identifying
		Identify daily routines	Asking for information; Reporting

IV	**FOOD: HOST FAMILY**	Ask about typical host country foods Express food preferences	Asking for information; Identifying; Expressing likes/dislikes
		Identify different foods eaten at meals	Asking for information; Reporting
		Act appropriately as guest in family - respond to invitations to try food - request food items at table - accept/refuse additional food - offer assistance - compliment host/hostess	Accepting/refusing an offer Requesting Offering; Accepting; Refusing politely Offering Complementing

V	**HOUSING: HOST FAMILY**	Locate housing	Asking; Identifying; Locating
		Locate facilities/rooms/ items in house	Asking for Information;Locating Giving and following instructions
		Ask about use of facilities	Asking/following instructions Expressing (in)capability Asking for assistance; Clarifying Describing
		Ask permission to use facilities	Asking/giving/denying permission

VI	**MONEY**	Identify currency by name/value	Identifying
		Compare currency to U.S. money	Comparing
		Cash a check/money order	Making a request; Asking for info. Following instructions; Expressing gratitude
		Open a bank account	Inquiring if something is possible
		Use a bank account	Following instructions

VII	**EMPLOYMENT: Self**	Identify own past/present employment	Inquiring/identifying
		Locate place of employment	Inquiring/locating/identifying
		Describe educational background	Describing
		Ask for information about duties, hours, schedule	Asking for information
		Give classroom commands	Instructing others to do something
		Ask for assistance	Asking for help; Asking for clarification
		Converse with co-workers	Greeting people; Socializing Asking; Inviting; Inquiring about (dis)pleasure; Inquiring about (in)capability

VIII	**HEALTH**	Describe one's physical condition	Inquiring; Reporting; Expressing pleasure; Expressing regret/hope
		Describe one's emotional state	Inquiring; reporting; expressing worry/sympathy/hope/pleasure
		Locate medical care	Making a request; Asking for info. Following directions; Getting info.
		Make an appointment	Making a request; Asking if something is possible; Expressing that something is (im)possible; Clarifying info.
		Register to get medical treatment	Greeting; Identifying; Giving info. following instructions
		Explain medical problem	Inquiring; giving information
		Follow instructions during exam	Giving/following instructions
		Follow instructions about treatment	Inquiring; Following instructions; Clarifying
		Buy medicine/personal hygiene items	Asking for information;Asking for clarification; Making a request
		Get medical help in an emergency	Identifying; Asking for assistance; Identifying self

IX	**CLOTHING**	Describe clothing needs	Expressing needs
		Locate clothing	Describing; Locating; Following directions; Getting attention
		Select clothing; i.e. size, price, color, fabric, style	Respond to request for information; Express (dis)satisfaction
		Pay for clothing	Inquiring
		Give complements	Complimenting; Acknowledging compliments

X	**FOOD (SHOPPING)**	Describe food needs	Identifying; Expressing needs
		Locate places to but food/food items	Inquiring; Locating
		Select food (price, container, size, quantity)	Inquiring; Giving information; Requesting; Describing needs; Expressing (dis)satisfaction

XI	**HOUSING (Finding a place to live)**	Locate appropriate housing	Making a polite request; Inquiring; Locating; Describing
		Describing housing needs	Inquiring; giving information; expressing preferences
		Inquire about house for rent	Getting information
		Rent a house	Inquiring; Refusing politely; Accepting; Getting information; Making requests; Clarifying
		Locate household items in a store	Asking; Locating
		Select and pay for household items	Asking; Requesting assistance
		Secure household repairs	Requesting others to do something
		Report emergencies	Identifying; Asking for assistance; Identifying self

XII	**TRANSPORTATION**	Locate means of transportation	Asking directions; Locating
		Locate a place	Asking/following directions; Identifying; Inquiring if something is necessary
		Buy transportation services	Inquiring; Giving information; Requesting assistance
		Show appropriate documents	Following instructions
		Handle emergencies	Asking for assistance
		Check into a hotel	Locating; Inquiring; Requesting; Expressing (dis)approval
		Make requests at a hotel	Making requests; Complaining

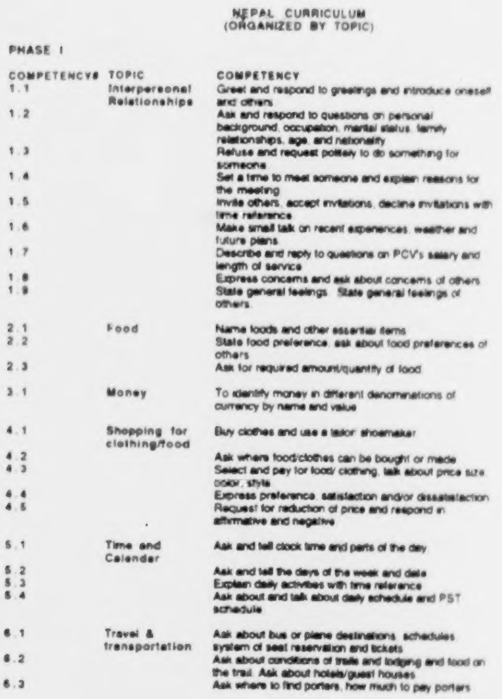
XIII	**FOOD: Restaurant**	Order food at restaurant	Making a request; Complaining; Complimenting
	Acting as a Host	Act appropriately as a host/hostess -inviting -in your home	-Inviting; Accepting; Refusing politely; Asking for/giving info. -Greeting; Inquiring about preference; Inquiring about (dis)satisfaction; Accepting compliments
		Describe how to prepare foods	Instructing others to do something

XIV	**COMMUNICATIONS: Post Office, Telephone**	Locate post office/place to make phone calls	Locating; Inquiring
		Address envelopes/packages	Following instructions
		Buy items in the post office	Expressing intention; Getting information
		Locate mail slots	Locating
		Use the telephone: local calls -answer phone; take messages -deal with wrong numbers	Greeting; Inquiring; Offering assistance; Giving information; Clarifying Correcting
		Use the telephone: long distance	Requesting; Giving information; Clarifying

SAMPLES FROM THE FIELD

CURRICULUM ADAPTED TO THE SCHEDULE OF TRAINING EVENTS

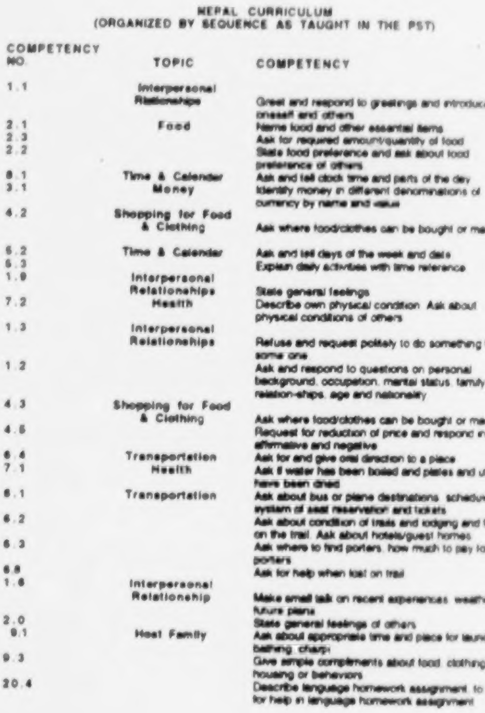
This sample consists of two related curriculums from Nepal, one organized by topic, the other by training sequence. It is interesting to compare how the basic sequence of survival needs in the first curriculum has been adapted in the second to correspond more closely with the overall training events of the PST.



NEPAL CURRICULUM
(ORGANIZED BY TOPIC)

PHASE I

COMPETENCY#	TOPIC	COMPETENCY
1.1	Interpersonal Relationships	Greet and respond to greetings and introduce oneself and others
1.2		Ask and respond to questions on personal background, occupation, marital status, family relationships, age, and nationality
1.3		Refuse and request politely to do something for someone
1.4		Set a time to meet someone and explain reasons for the meeting
1.5		Invite others, accept invitations, decline invitations with time reference
1.6		Make small talk on recent experiences, weather and future plans
1.7		Describe and reply to questions on PCV's salary and length of service
1.8		Express concerns and ask about concerns of others
1.9		State general feelings. State general feelings of others.
2.1	Food	Name foods and other essential items
2.2		State food preference, ask about food preferences of others
2.3		Ask for required amount/quantity of food
3.1	Money	To identify money in different denominations of currency by name and value
4.1	Shopping for clothing/food	Buy clothes and use a tailor/ shoemaker
4.2		Ask where food/clothes can be bought or made
4.3		Select and pay for food/ clothing, talk about price size color, style
4.4		Express preference, satisfaction and/or dissatisfaction
4.5		Request for reduction of price and respond in affirmative and negative
5.1	Time and Calendar	Ask and tell clock time and parts of the day
5.2		Ask and tell the days of the week and date
5.3		Explain daily activities with time reference
5.4		Ask about and talk about daily schedule and PST schedule
6.1	Travel & transportation	Ask about bus or plane destinations, schedules, system of seat reservation and tickets
6.2		Ask about conditions of trails and lodging and food on the trail. Ask about hotels/guest houses
6.3		Ask where to find porters, how much to pay porters



NEPAL CURRICULUM
(ORGANIZED BY SEQUENCE AS TAUGHT IN THE PST)

COMPETENCY NO.	TOPIC	COMPETENCY
1.1	Interpersonal Relationships	Greet and respond to greetings and introduce oneself and others
2.1	Food	Name food and other essential items
2.3		Ask for required amount/quantity of food
2.2		State food preference and ask about food preference of others
5.1	Time & Calendar	Ask and tell clock time and parts of the day
3.1	Money	Identify money in different denominations of currency by name and value
4.2	Shopping for Food & Clothing	Ask where food/clothes can be bought or made
5.2	Time & Calendar	Ask and tell days of the week and date
5.3		Explain daily activities with time reference
1.9	Interpersonal Relationships	State general feelings
7.2	Health	Describe own physical condition. Ask about physical conditions of others
1.3	Interpersonal Relationships	Refuse and request politely to do something for some one
1.2		Ask and respond to questions on personal background, occupation, marital status, family relation-ships, age and nationality
4.3	Shopping for Food & Clothing	Ask where food/clothes can be bought or made
4.5		Request for reduction of price and respond in affirmative and negative
6.4	Transportation	Ask for and give oral direction to a place
7.1	Health	Ask if water has been boiled and plates and utensils have been dried
6.1	Transportation	Ask about bus or plane destinations, schedules system of seat reservation and tickets
6.2		Ask about condition of trails and lodging and food on the trail. Ask about hotels/guest homes
6.3		Ask where to find porters, how much to pay for porters
6.5		Ask for help when lost on trail
1.6	Interpersonal Relationship	Make small talk on recent experiences, weather and future plans
2.0		State general feelings of others
9.1	Host Family	Ask about appropriate time and place for laundry, bathing, charpi
9.3		Give simple complements about food, clothing, housing or behaviors
20.4		Describe language homework assignment, to ask for help in language homework assignment

ORGANIZED BY TOPIC

6.4		Ask for and give oral directions to a place.
6.5		Ask conductor/drivers for information on the trip: time of stops, length of stops, safety precautions for luggage.
6.6		Request fellow passengers to hold a seat, look after luggage, offer to hold a seat or fellow passengers or look after his/her luggage.
6.7		Make small talk with fellow passengers about destination, expected length of trip, reason for trip
6.8		Ask for help when lost on trail.
6.9		Ask and tell about the condition of the trail.
7.1	**Health**	Ask if water has been boiled and plates and utensils have been dried.
7.2		Describe own physical condition. Ask about physical conditions of others.
7.3		Ask and tell about local health facilities.
8.1	**Literacy**	Read signboards/sight words.
8.2		Read and write names/addresses
9.1	**Host Family**	Ask about appropriate time and place for laundry, bathing, charpi.
9.2		Ask for clarification.
9.3		Give simple complimentsabout food, clothing,housing or behaviors.
9.4		Ask and give permissionto use or do something.
9.5		Politely refuse otherspermission to do something.
9.6		Apologize for unintentionally upsetting family member or PST staff.

Phase II--TRAINEES MOVED TO A NEW TRAINING SITE

COMPETENCY#	TOPIC	COMPETENCY
10.1	**Interpersonal Relationships**	Describe why P.C. works in Nepal.
10.2		Explain how P.C. and HMG inter-relate.
10.3		Offer and respond to congratulations on birth, marriages, and happy events.
10.4		Request and offer advice on resolving problems.
10.5		Describe one's present job skill.
11.1	**Food**	Ask for recipes, ask questions on quantities of ingredients for recipes and utensils.
12.1	**Time/ Calendar**	Ask and tell the days of the week and names of the months, ask and tell dates
12.2		Explain daily activities with time references.
12.3		Ask about and talk about daily and PST schedule
13.1	**Communication**	Ask for information onbusiness/working hrs. of post office.
13.2		Buy stamps, money orders, ask about price of stamps.
13.3		Send telegrams.

ORGANIZED BY PST SEQUENCE

7.2	**Health**	Describe own physical condition. Ask about physical conditions of others.
9.4	**Host Family**	Ask and give permission to use or do something.
9.6		Apologize for unintentionally upsetting family member or PST staff
12.3	**Time & Calendar**	Ask about and talk about daily and PST schedule.
5.3/12.2		Explain daily activities with time reference.
1.4	**Interpersonal Relationships**	Set time to meet someone, and explain reasons for meeting.
1.5		Invite others, accept invitations, decline invitations with time reference.
1.2		Ask and respond to questions on personal background occupation, marital status and family relation-ship, age, nationality.
1.7		Describe and reply to questions on PCV's salary and length of service.
1.6		Make small talk on recent experiences, weather and future plans.
6.7/15.3	**Transportation**	Make small talk with fellow passengers about destination expected length of trip, reason for trip.
6.6/15.2		Request fellow passengers to hold a seat, look after luggage, offer to hold a seat for fellow passengers or look after his/her luggage.
6.5/15.1		Ask conductor/drivers for information on the trip: time of stops, safety precautions
6.1		Ask about bus or plane destination, schedules, system of seat reservation and tickets.
1.4	**Interpersonal Relationship**	Set time to meet someone and explain reasons for meeting.
10.1		Describe why P.C. works in Nepal.
7.3	**Health**	Ask and tell about local health facilities.
16.2		Offer simple advise on illness of others.
16.3		Refuse or accept local advice, remedies and medicine.
1.8	**Interpersonal Relationship**	Express concerns and ask about concerns of others.
10.4		Request and offer, advice on resolving personal problems.
13.2	**Communication**	Buy stamps, money orders, ask about price of stamps.
13.1		Ask for information on business/ working hours of post office.
19.1	**Money**	To open bank account and cash cheques.
14.1	**Emergency Communication**	To ask for help and possibilities to telephone or radio Katmandu.
14.2		To give instruction to the helper to call for a helicopter.

ORGANIZED BY TOPIC

14.1	**Emergency Communication**	Ask for help andpossibilities to telephoneor radio Katmandu.
14.2		Give instruction to a helper to call for a helicopter (name, exact location, and specific problem.
15.1	**Travelling**	Ask conductor or driver for information on the trip, for example: time of stops, length of stops, safety and precautions for luggage.
15.2		Request fellow passenger to hold a seat, look after luggage. Offer to hold a seat for fellow passenger or look after his or her luggage.
15.3		Make small talk with fellow passengers about destination, expected length of trip, reason for trip.
16.1	**Health**	Ask about local health facilities.
16.2		Offer simple advise on illness of others.
16.3		Refuse or accept local advice on remedies and medicine.
17.1	**Housing**	Describe repair needed, discuss price, length of time needed for repair.
17.2		Ask for information on lease, costs, utilities.
17.3		Report emergencies i.e. theft, fire etc.
18.1	**Shopping for clothes**	Buying clothes, using a tailor/shoemaker
18.2		Order clothes in a tailor's shop talk about types of materials, price, size , color, style, date of readiness
18.3		discuss price and length of time needed for repairs.
19.1	**Money**	To open a bank account and to cash cheques.
20.1	**Host Family**	Request someone to do something, to offer to do something for someone else.
20.2		Inform others of daily schedule, ask about daily schedule of others
20.3		Apologize for changing times of daily schedule to explain reasons for changes.
20.4		Describe language homework assignment, to ask for help in language homework assignment.
20.5		Talk about differences between family life in Napal and the U.S.A.
21.1	**Personal Safety**	Give and ask information regarding travel on Nepali forms of transportation.
21.2		Give and ask for information regarding travel and accommodations in Katmandu.

ORGANIZED BY PST SEQUENCE

17.2	**Housing**	Ask for information on lease, costs, utilities.
17.1		Describe repair needed, discuss price, length of time needed for repair.
17.3		Report emergencies i.e. theft, fire etc.
10.2	**Interpersonal Relationship**	Explain how P.C. and HMG interrelate.
10.1		Describe why P.C. works in Nepal.
20.5	**Host Family**	Talk about differences between family life in Nepal and the U.S.A.
10.3	**Interpersonal Relationship**	Offer and respond to congratulations on birth, marriages, and happy events.
21.1	**Personal Safety**	Give and ask information regarding travel on Nepali form of transportation.
21.2		Give and ask for information regarding travel and accommodations in Katmandu.

SAMPLES FROM THE FIELD

CURRICULUM BASED ON TECHNICAL SECTORS

This sample consists of an excerpt from a curriculum from Peace Corps Bulgaria that was developed for a specific technical sector training program in small business development. Notice how the competencies have been selected so as to focus on specific technical skills the volunteers will need rather than generic survival competencies.

BULGARIA SBD CURRICULUM

	TITLE OF LESSON	TOPIC	COMPETENCIES	FUNCTIONS	GRAMMAR
1	What's Your Name?	Socializing Formally	Greet people formally Make / Respond to formal introductions Talk about one's own and others' background Ask / Answer social questions Take leave	Greeting / Being greeted Introducing self and others Talking about one's background Asking / Answering social questions	Personal pronouns Verb "to be" - Present Tense Gender of nouns Verb Special questions
2	In the Office (1)	Office Organization	Explain hierarchy at work Understand titles Use titles appropriately	Talking about hierarchy at work Understanding titles Using titles appropriately	Possessive /‡ Present Tense of the verb
3	In the Office (2)	Work Setting (At the Office)	Identify office equipment Ask for / Give instructions Ask for help Express gratitude Follow instructions Ask for locations Give locations	Specifying objects Asking for / Giving instructions Asking for / Giving locations Following locations / directions	Adverbial question Impersonal constructions with *[Bulgarian language sample]* Imperative Prepositions of place
4	One Day in the Office	Duties and Responsibilities	Ask for help Respond to requests for help Set up work rules Set work schedules and timetables	Asking for help Organizing the day according to schedule	Plural of nouns - masculin, feminine Questions *[Bulgarian language sample]*

5	Invitations	Formal Invitations	Make polite remarks Invite people Accept invitations Decline invitations Say "No" politely	Making polite remarks Inviting Accepting invitations Declining invitations Saying "No" politely	Future Tense of some verbs- Positive and Negative General questions (with *[Bulgarian language sample]*/
6	Telephone	Telephone Calls (1)	Make request s about using the phone Ask for connection Identify yourself and your organization Ask the callers to identify themselves Make requests on the phone Give positive / negative responses Finish a phone call	Requesting about using the phone Asking for connection Asking for somebody on the phone Identifying oneself Answering questions on the phone	Imperative of some verbs Questions with *[Bulgarian language sample]*
7	Telephone	Telephone Calls (2)	Explain the reason for the call Make an appointment Confirm an appointment Leave a message Take / Write a message	Making appointments Confirming an appointment Leaving a message Taking / Writing a message	Questions with *[Bulgarian language sample]* Adverbial clauses for reason (Conjunctions - *[Bulgarian language sample]* Personal Pronouns for direct / indirect objects
8	Peace Corps	Peace Corps and the Role of PCVs	Describe PC role in Bulgaria Talk about PC initiatives in Bulgaria and worldwide Identify own job in PC	Describing / Narrating Asking for / Giving information Identifying	Adverbials of frequency Preposition *ÓÓ* Questions *[Bulgarian language sample]*.
9	Background Information	Presentation of Own Background and Career	Give information about one's educational and professional background Ask for information about others' background Talk about own career plans	Giving information Explaining Describing Talking about future plans	Present Tense Present Perfect Tense ãl *[Bulgarian language sample]* Prepositions .. *ÍţÙÓ*
10	Business Relations	Business Relations in a Cross-Cultural Setting	Understand behavioral reactions of local officials and colleagues React appropriately Deal with unexpected circumstances due to different cultural norms	Asking for clarification Clarifying	Complex predicates *[Bulgarian language sample]* Prepositions of time
11	Schedule	Plans for Work Schedules	Plan personal business appointments Plan business meetings/events Confirm business meetings / events Invite to future business activities Accept invitations for future business activities	Planning Inviting Accepting invitations Reporting Confirming	Prepositions of time Formation of verbs from nouns Comparison of quantities Aspect of verbs
12	Unrealized Plans	Unrealized Plans	Apologize about unrealized plans Ask about reasons for unrealized plans Give reasons for unrealized plans	Asking for reasons Giving reasons Reporting Apologizing	Past Tense Time expressions
13	Meetings (1)	Business Meetings (Social Talk)	Open / Close a meeting Read agenda Interrupt politely Apologize for not understanding Explain one's language problem	Interrupting Apologizing Checking understanding Confirming understanding	Complex sentences
14	Meetings (2)	Business Meetings (Proceedings)	Ask for an opinion Give an opinion Support an opinion Agree fully / partially Disagree tactfully Deal with misunderstandings Give suggestions and recommendations Negotiate decisions Summarize and conclude	Expressing one's own views Supporting an opinion Agreeing Disagreeing Negotiating Summarizing and concluding	Agreement of nouns and pronouns Complex sentences
15	An Appointment	Custom Service	Meet clients Introduce oneself Ask clients to introduce themselves Ask clients about their needs Offer service politely Be diplomatic Take leave	Introducing Asking Offering service politely Suggesting Taking leave	Modality Polite suggestions
16	Business Plan	Business Plan	Identify steps in a business plan Consult a client on a steps in business plan	Asking Describing Sequencing information	Modality with *[Bulgarian language sample]*
17	How to Organize a Seminar?	Business Seminar	Invite people for seminar Explain details of the seminar Apologize for unexpected situations Introduce self and others	Inviting Apologizing Introducing	Indefinit pasive *i[Bulgarian language sample]*
18	My Job in Bulgaria	Business Relations in a Cross-Cultural Setting	Talk about work problems Discuss work issues Give advice	Identifying work problems Discussing Suggesting	Imperative - negative
19	Foreign Organizations in Bulgaria	Names and Acronyms	Use the Cyrilic alphabet for writing proper names Identify acronyms Understand the names of organizations by their abbreviations	Identifying acronyms Understanding acronyms	Agreement of nouns and adjectives Verbal nouns
20	Business Correspondence	Business Correspondence (Letters)	Read simple business letters Write simple business letters - Thank you letters	Reading Writing	Formal addresses

SAMPLES FROM THE FIELD

OTHER KINDS OF CURRICULUM

Other examples have been included here to illustrate the variety of ways a curriculum can be organized, and the variety of features that may need to be stressed. As with all the samples in this manual, the CD ROM contains the full-size versions of these excerpts.

The curriculum from Poland gives a particularly detailed focus to the language content (the structure, vocabulary and learner problems) that will need to be focused on in the teaching materials.

The curriculum from Paraguay includes a detailed description of specific teaching activities that should be used with various competencies.

The curriculum from Sri Lanka shows how a curriculum can be used to actually establish an "index" of the materials that have been developed.

POLAND

TOPIC	COMPETENCY	STRUCTURE	GRAMMAR PROBLEMS & LINGUISTIC CONTENT	VOCABULARY
1. Personal identification	To introduce self and others formally.	Jak si' pan/pani nazywa Nazywam si' on/ona ten pan / ta pani nazywa si' Przedstawiam panu/pani pana/panią To jest (imi' i nazwisko)	• Zaimki osobowe *ja ty on/ona my wy oni/one* • 1 os. l poj. odmiana czasownika *nazywać si'* • zaimki wskazujące *ten ta ci te* • Nom. imi' i nazwisko • struktura pytania *Jak*	nazywać si' Nom przedstawiać (kogo komu) kolega/koleżanka Dzie~ dobry Do widzenia Bardzo mi mi~o Mnie również
2. Housing	To describe house	Gdzie jest ? Nom l poj	• nom. l poj. rodzaj gramatyczny rzeczownika • przys~ówki *tu, tam* *na prawo* *na lewo* Struktura zdania	pokój ~azienka toaleta kuchnia przedpokój kuchenka szafa tapczan stó~
3. Location	To locate places in town. Getting information. Asking for directions.	Gdzie jest ? Nom l poj	• nom. l poj. rodzaj gramatyczny rzeczownika • przys~ówki *tu tam* *na prawo* *na lewo* *daleko* *blisko*	poczta telefon skrzynka bank toaleta
4. Personal identification	To introduce self and others informally	To jest Nom Kto to jest? Jak masz na imi'? Mam na imi' ... Przedstawiam ci + Acc	Czasownik zwrotny Nazywać si'	dobrze źle/nieźle fajnie Tak sobie cześć Jak si' masz, Co s~ychać? Nic nowego Wszystko w porządku Kolega/koleżanka
5. Transportation	To locate places connected with traveling. To ask about directions	Gdzie jest? ... jest ... (Adv) Trzeba (Inf) iść ...		dworzec autobusowy dworzec kolejowy przystanek kasa biletowa stanowisko postój taxi iść na lewo/ na prawo/ prosto niedaleko Nie wiem
6. Transportation	To be able to use the train time table. To be able to locate places on the map.			odjazd przyjazd peron express
7. Personal identification	To describe a person (appearance and character).	On jest Adj Ona jest Adj Jaka ona jest? Jaki on jest Jak on/ona wygląda?	• Przymiotnik Nom. Rodzaj że~ski i m'ski • Struktura zdania / opis postaci	kobieta m'żczyzna wysoki/niski m~ody/stary t'gi/szczup~y ~adna/~adny przystojny brzydki/brzydka sympatyczy/a mi~y/a inteligentny/a mądry/a g~upi/a
8. Food outside	To order in the restaurant.	Prosz' (Acc.) sing. m'skie i że~skie Poprosz' (Acc.) Prosi~em/am ... a nie ...	Acc. sing. m f n Acc. plur.	ciastko galaretka lody kawa herbata cola piwo wino tort rachunek dzi'kuj' Niestety nie ma
9. Communication	To ask to repeat. To ask to speak slowly. To ask how to spell a word. To ask how to pronounce a word.	Nie rozumiem. Czy możesz + Inf powtórzyć Jak powiedzieć ... po polsku? Nie mówi' po polsku. Jak to si' pisze? Jak to si' wymawia?	dialog Andrzeja *Jak powiedzieć "I love you" po polsku?* *Kocham ci'.* *Czy możesz powtórzyć?* *Kocham ci'.* *Jak to si' pisze?* *Kocham ci'.* *Jak to si' wymawia?*	Mówi'/nie mówi' Rozumiem/nie rozumiem po polsku po angielsku Mówić... przeliterowanie w~asnego imienia i nazwiska
10. Personal identification	To identify nationality.	Jestem + Instr f m Czy pan/pani jest + Instr.) Nie jestem ... + Instr.)	Instr. f m	Amerykanin/Amerykanka Francuz/Francuzka Anglik/Angielka Polak/Polka
11. Food with the host family	To identify food items and meals.	Jestem/Nie jestem g~odny/a Na śniadanie/ na obiad/ na kolacj' jem ... pij' jest ... Lubi'	Acc. sing + plur. Struktura pytania *Co jest na ... ?* *Czy pan/pani lubi ... ?* *Co pan/pani je na ... ?* Formalne vs nieformalne zwracanie si' do ludzi wyrażenie cz'stotliwości	mi'so ryba warzywa jajko owoce kurczak kartofle bu~ka/chleb ser mas~o wegetarianin/wegetarianka zwykle od czasu do czasu zawsze codziennie rano/wieczorem
12. Housing	To give own address. To ask about address (To order the taxi)	Gdzie pan mieszka? Gdzie mieszkasz? Mieszkam w ... Loc Jaki jest pana adres?	Locativus miejsc w + Loc mieszkać *dialog z radio taxi*	Ameryka Polska Europa Kraków Warszawa Konstancin Piaseczno Podkowa
13. Housing	To give information about previous location.	Gdzie pan/pani mieszka~/a w Stanach? Gdzie si' pan/pani urodzi~a?	formy czasu przesz~ego kilku czasowników w + nazwa miasta w + nazwa pa~stwa na + niektóre nazwy	nazwy miast nazwy pa~stw (niepodobne do angielskich)
14. Food	To buy food.	Ile kosztuje Ile kosztują ... + Nom Ile p~ac'? ... kosztuje/ kosztują ... z~otych Musz' + (Inf.) kupić + Acc kupić/kupować	Sk~adnia liczebnika *tysiąc* *2,3,4 tysiące* *5...10 tysi'cy* struktury z inf	Liczebniki g~ówne 1-10 tysiąc / milion banany owoce jab~ka pomara~cze truskawki lody wino piwo
15. Social language	To describe own role and job in Poland.	Co pan/pani b'dzie robić w Polsce? B'd' uczyć ... Gen B'd' uczyć si' ... Gen	• Czas przysz~y b'd' + Inf • czasowniki i sk~adnie • określenia czasu Jestem + (cz. ter.) od ... do przez ...	pracować podróżować odpoczywać zwiedzać angielski polski godzina rok/lata miesiąc/e tydzie~

16 Social language	To express dislikes and preferences	Lubi + Acc Nie lubi + Gen Podoba mi si + Nom Nie podoba mi si + Nom	• Acc zmienia si w Gen w przeczeniu • Czasowniki z Acc i zmiana przypadku w negacji • Struktura, gdzie podmiot jest wyrażony w Dat	czekolada kino teatr muzyka ch-opak dziewczyna inne zainteresowania
17 Social language	To express emotions	Co ci jest? Jestem Adj	Spie/ Basi albo Marek	szcz liwy/a z-y/a smutny/a w ciek-y/a zadowolony/a sfrustrowany/a nie mam czasu/ pieni dzy/szcz cia
18 Money	To exchange money To recognize currency	Jaki jest kurs? Kurs jest za dolara Gdzie mog wymienić pieniądze?	• liczebniki • struktura z Acc wymienić co na co	kasa kantor bank wymienić rozmienić drobne reszta (kupno/sprzedaż - trzeba)
19 Food with the host family	To express dislikes To complain about the food	Smakuje mi Nie smakuje mi Nie lubi + Gen Nie mog jeść + Gen	za + Adj (za zimne)	s-ony [illegible] s-odki gorzki ostry surowy zimny gorący
20 Housing	To ask for help To give instructions To follow instructions	Nie wiem, jak + Inf Jak + Inf + Acc ? Czy mog prosić o pomoc? Czy możesz mi pomóc?	• Formy trybu rozkazującego • Struktura *Trzeba + Inf*	w-ączyć wy-ączyć nacisnąć zamknąć otworzyć zapalić zgasić radio telewizor żelazko odkurzacz kuchenka pralka
21 Housing	To describe the house To locate objects in space	wisi + stoi + przyimek leży + jest	pod nad + Instr przed za	dywan obraz krzes-o st- lampa szafa pó-ka zlew kuchenka piecyk balkon ogród
22 Housing	To locate objects in space	wisi + stoi + przyimek leży + jest	• Sk-adnia przyimków *na* *w + Loc* *przy* *obok + Gen* •zaimki wskazujące *ten ta to* • zaimki osobowe w innych niż Nom. przypadkach	zaimki osobowe w innych przypadkach
23 Personal identification	To describe own family To ask about members of family	To jest moja/mój Czy to jest twoja/twój ? To jest jego	• Zaimki wskazujące *ten ta to* • zaimki dzierżawcze *mój moja moje* *twój twoja twoje* *pana/pani* *jego*	rodzina matka ojciec brat siostra syn corka mąq gona

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24 Personal identification	To describe own family To ask about members of family	Mam + Acc gywotne Nie mam + Gen gywotne To są Nom. l.mn.	• Acc - Gen w przeczeniu liczba mnoga	rodzice dzieci bracia siostry
25 Communications: Post office	To ask for items at the post office	Chcia-bym wys-ać Prosz + Acc (list, kopert, znaczek) list do + Gen (miejsce) Ile kosztuje Ile kosztują	• formy grzeczno ciowe *chcia-bym* *chcia-abym*	list polecony express znaczek na list znaczek na pocztówk
26 Clothing	To give and receive complements To express preferences	Podoba mi si Masz (Adj + Nom) Jaki kolor lubisz?	• Acc przymiotników • zgodność przymiotnika z rzeczownikiem pod wzgl dem przypadka, liczby i rodzaju	kolory wygodnie elegancko wieczorowo Bardzo -adnie pan/pani wygląda
27 Transportation	To locate places in town To locate means of transportation To ask about direction To follow directions	Jak dojechać/dojść/ dostać si do + Gen na + Acc wsiąść/wysiąść iść/jechać	• Instr	autobus tramwaj wziąć taksówk taksówka most rondo plac ulica przystanek iść pieszo/na piechot
28 Food with the host family	To invite for dinner To accept an invitation	Czy chcesz/ chcia-byś przyjść do mnie na obiad? Chc /Chcia-bym ci zaprosić na ...	• formy grzeczno ciowe • przyjść pójść • określenia czasu	dni tygodnia jutro pojutrze **w przysz-ym** (tygodniu) **za** (dwa) dni Bardzo ch tnie Z przyjemnością
29 Shopping	To buy cleaning items	Poprosz Czy jest + Nom Czy są + Nom Nie ma + Gen	• przeczenie *Czy jest/nie ma* *Czy są / nie ma* • liczebniki	myd-o proszek do prania pasta do z bów krem do golenia krem szampon papier toaletowy dezodorant gyletki
30 Food	To buy different items	Poprosz /prosz kilo (pó- kilo, litr) + Gen Ile kosztuje? Ile p-ac ?	• Gen partitivus paczka puszka butelka	ser mi so pomidory szynka kie-basa mąka cukier sól
31 Telecommunication	To make a phone call To ask whether someone is there To leave a message	Mówi Nom Kto mówi? Czy mog prosić + Acc Nie ma w domu Czy coś przekazać? Prosz przekazać, że	• czasowniki i sk-adnia • Struktura zdania *prosz przekazać* *prosz powiedzieć*	Jaki jest twój numer telefonu? Pomy-ka Prosz zaczekać Halo?
32 Clothing	To describe different items	dialog z książki szal s 58	• zgodność przymiotnik az rzeczownikiem	
33 Clothing	To ask for the assistance To ask about use of facilities	Mam (brudną koszul) Musz (Inf) Czy mog skorzystać z Gen ?	• formy trybu rozkazującego	ig-a nici wyprać wyprasować brudny pognieciony przyszyć podarty urwa-mi si guzik dialog z książki s 62

PARAGUAY

ESPAÑOL PRINCIPIANTE /INTERMEDIO

UNIDAD UNO: IDENTIFICACION PERSONAL

OBJETIVO /SUGERENCIAS	CONTENIDO	VOCABULARIO	ACTIVID./ SITUAC.
1. Saludar y despedirse de manera formal	Saludos formales Frases de despedida	Buenos días/Buenas tardes/ Buenas noches/Cómo esta ud ? señor/a/señorita el/la director/a el/la profesor/a Hasta luego/Hasta pronto	- Practicar saludos con miembros del Staff
2 Autopresentarse diciendo nombre, nacionalidad y profesión ¿De dónde? ¿Qué?	- Pronombres personales: yo, ud - Preposición: de - Interrogativos: ¿Cómo?/ técnico/a; maestro/a - Verbos: ser, llamarse	**Profesiones.** profesor/a, director/a, secretario/a, voluntario/a, aspirante, el verbo ser y llamarse. **Países.** Paraguay; Estados Unidos ... etc **Ciudades.** Asunción, Areguá **Expresiones.** Mucho gusto, Pase; Adelante; Entre, Repita otra vez, Perdone	- Usar el método básico para introducir pronombres, y vocabulario nuevo - Usar el método básico para introducir - Usar láminas para practicar las profesiones - Ampliar el voc. de países, ciudades de acuerdo al nivel de progreso del grupo
3. Identificar a los miembros de su familia por su nombre y parentesco	- Pronombres: El/ella, Nosotros Ustedes, Ellos/as - Verbos: ser/ tener - Posesivos: mi, su - Interrogativos: ¿Quién?, ¿Cuántos/ as?, ¿De qué? - Afirmativo y Negativo: Sí, No Ampliar más profesiones	Voc. referente a la familia Nombre de estados/ciudades/ pueblos/países/barrios **Estado civil**: soltero/a, casado/a, divorciado/a, separado/a Números 0 - 40 hermana mayor/menor	- Hacer ejercicios de sustitución - Preguntas y respuestas - Diálogos - Traer una foto de su familia y hablar sobre la misma - Personajes célebres - Prof. trae una foto de su familia y/o estudiante también. Hablar sobre ella
4. Presentar a un tercero, usando expresiones apropiadaspara cada ocasión	- Frases de presentaciones		- Enseñar la forma vos del imperativo de de algunas frases comunes
5. Saludar y despedirse de manera no formal	- Saludos no formales - Frases de despedidas no formales		
6. Dar información personal diciendo: ¿qué hacen?, nombre, profesión, dónde vive? nº de personas, dónde, queda? Organización que representa Explicar qué es el C.P.? - Mi casa queda cerca del Centro	- **Preposición**, con, de - Pronombres personales singular y plural **Verbo**, quedar sobre la mano derecha/ - ¿A cuántas cuadras de aquí queda su casa? - ¿Dónde queda su casa? de Salud - Verbos regulares en el presente estudiar/ escuchar/ hacer/	- Nombre de barrios - Apellidos más comunes - cerca/lejos/cuadra/aquí/ a la izquierda/ a la derecha/ enfrente/ al lado de/detrás/ estudiante ubicará su casa sobre la mano izquierda - Nombre de las instituciones correo/ Antelco/Municipalidad/ Comisaría/ Iglesia/ Centro Pregunte donde queda su CHP - Verbos: trabajar/enseñar/ hablar/ cocinar/ limpiar lavar/ planchar/hacer/ verbos vivir/escribir/repetir/ recibir	- Presentar una historia de un voluntario viviendo con una familia paraguaya - Explicar presente de verbos regulares - Presentar un mapa. En el mapa cada Harán diversas preguntas **Situaciones.** 1. Usted acaba de llegar a la ciudad 2. Usted encuentra a un amigo en el micro. Explique donde queda su casa - Usar audiovisuales para introducir - Usar láminas para introducir verbos - Conversación: Cada persona dará una pequeña charla sobre su autobiografía y explicará que es el cuerpo de Paz

INFORMACION CULTURAL: Saludos

UNIDAD 2 : INTERCAMBIO DE INFORMACION PERSONAL/FAMILIAR

1. Dar información básica su familia familia en Paraguay	- Repaso de verbos regulares en el presente - Verbo: ir (presente) - Vos vs. ud - Adjetivos posesivos - Plural de sustantivos yadjetivos	**Sustantivos.** mujer/varón/ alfarería/huerta/ cantina todos los días/ todas las mañanas/ todas las noches/ todas las - Artículos definidos e indefinidos **Verbos.** plantar/ desayunar/ almorzar/cultivar/merendar/ - Ser vs. estar	- Presentar una lámina de una familia sobre Describir sus actividades - Describir su familia en Aregua - Describir las actividades de la semana/todos los meses - Describir su familia de Estados Unidos estar/tomar/comer/beber/
	- Verbos especial: gustar	barrer/ recibir/ abrir/ ir Profesiones: agricultor/mecánico/ alfarero/chofer/ modista/ enfermero/peluquero/ extensionista agroforestal	**Técnica.** Juego de las profesiones - Preparar una entrevista a un miembro del staff - Explicar el uso vos vs. usted
2. Nombrar medios de transporte	- Usos del verb. tomar	Voc. de medios de transporte	
3. Identificar moneda y billete - Numeros: 1 - 5 - 10 - 50	- pedir vs preguntar dinero/ vuelto/sencillo 100 - 500 - 1000 - 10000 - Signos aritméticos	cambio/billete/ moneda/ Podría decirme ¡Qué caro!/¡Qué barato!	- Practicar el uso del dinero intercambiándose billetes - Practicar dar vuelto - Hacer situaciones para comprar cosas - Decir a los estudiantes que compren cosas para la clase. Ex. caramelos, galletitas, café - Visitar un almacén y comprar alguna cosas
4. Nombrar las comidas que habitualmente come y que le gusta comer Identificar los lugares donde comprar comida	- Hay - Nombres de algunas comidas	supermecado/almacén/copetín/ kiosko/despensa/carnicería/ mercado/casilla/heladería/ panadería/cantina/bar/ restaurante **Alimentos.** fideo/arroz/ poroto/pan/verduras/carne/ legumbres/cereales/frutas/ golosinas/leche/café/ gaseosa caldo/puchero/asado/locro/ guiso/milanesa/bori bori/ albóndiga/sopa/ensalada/ bife/sopa paraguaya/chipa/ pollo	- Cada estudiante nombrará las comidas que come El profesor escribirá en el pizarrón y ampliará la información usando láminas (incluir platos típicos) - Usar la técnica de Enfoque Directo (El profesor leerá una historia sobre las comidas) - Presentar láminas de los principales lugares donde puede comprar comidas Hacer que los aspirantes las identifiquen - Visitar la cantina y describir lo que ven ahí. Usar "hay"
5. Dar información sobre sus actividades presentes y las de su familia	- Ser vs Estar - Presente Progresivo - Posesivos	Dependencias del Centro ahora/ poco/mucho aquí, acá, ahí, allá	- Hacer ejercicios de preguntas y respuestas - Recorrer el Centro de Entrenamiento, y y describir las dependencias que observan - Visitar una escuela y averiguar las dependencias - Ir a otra sala de clase y presentarse - Hacer varias situaciones de presentaciones
6. Describir y preguntar acerca de sus actividades diarias y las de los miembros de su familia Dar y pedir la hora	- Verbos reflexivos - Presente de verbos irregulares - Imperativo forma: vos - Expresiones de la hora	**Verbos.** despertarse/bañarse/ lavarse/peinarse/acostarse/ vestirse/ponerse/secarse/ quitarse/levantarse/ afeitarse/cepillarse ir/poner/salir/traer/dormir/ peine/jabón/cepillo de dientes/ máquina de afeitar/toalla/ ¿Tiene hora? ¿Podría decirme la hora? ¿Qué hora tiene? ¿Qué hora tenés? La hora , por favor Son las .... A las	- Presentar láminas con verbos reflexivos - Presentar objetos que se usan en el baño - Fotos en secuencia sobre rutina - Hacer ejercicios activos con salir/entrar.. - Hacer que los aspirantes describen sus actividades diarias - Hacer que los aspirantes describen las actividades de su familia - Usar un reloj de cartón para enseñar la hora - Hacer que los aspirantes describan sus actividades en las diferentes horas **Técnica:** - Frases revueltas - Pares combinados - Espacio de información

INFORMACION CULTURAL: La familia

UNIDAD 3: INTERCAMBIO DE INFORMACION SOBRE SUS ACTIVIDADES Y LAS DE SU FAMILIA.

1 Dar información sobre sus planes futuros actividades que harán en su futuro sitio	ir + infinitivo	**Expresiones de tiempo.** hoy/mañana/esta tarde/ mañana por la tarde/mañana por la noche/la próxima semana/ dentro de una semana/	- Describir sus planes para el fin de semana - Hacer que los estudiantes describan las esta noche/mañana por la mañana/ **Técnica.** - Espacio de información
2 Establecer fecha, hora, lugar para la realización de diferentes eventos (reunión de profesores, madres ... etc.) Escribir avisos, carteles, sobre una actividad relacionada con algún proyecto	Fecha/Año	**Verbos.** reunirse/organizar/ tratar/discutir/realizar/ planear/ invitar **Sustantivos.** charla/panel/ conferencia/reunión/feria/ partido de fútbol/jornada Días de la semana Meses del año Estaciones del año comisión cooperadora	- Cada estudiante escribirá una fecha importante del su vida. Luego contará a la clase lo que sucedió ese día - Planear sobre los diferentes eventos. Hacer que cuenten lo que va a pasar, lugar, hora, fecha 1. Reunión del comité de educación para informar sobre los requisitos para ser socio 2. Reunión de padres de familia para una 3. Asamblea General de una cooperativa, elección de nuevas autoridades - Hacer que busquen información en el periódico relacionado con su proyecto técnico - Escribir un anuncio sobre una actividad a realizarse en el Centro(fiesta, reunión, etc.)
3 Dar información sobre las actividades realizadas recientemente	- Pasado de verbos regulares - Hacer (pasado) - Ir (pasado)	**Expresiones de tiempo.** ayer/anteayer/ayer por la mañana/ayer por la siesta/ ayer por la tarde/anteanoche/ el lunes pasado/la semana pasada Vocabulario de la huerta	- Escribir 5 actividades sobre los que hizo ayer la mamá en la casa/los voluntarios en Areguá/ usted, después de la clase
4 Averiguar con sus amigos qué actividades realizaban anteriormente (incluyendo trabajo anterior)	Imperfecto: acción habitual soler + infinitivo Verbos irregulares en el pasado	**Verbo.** había **Expresiones.** siempre/ a menudo/ con frecuencia/ antes/ a veces	- El profesor contará su vida actual e irá anotando los verbos de la historia Luego contará cómo era su vida antes de trabajar con CHP El profesor escribirá en dos columnas los verbos debajo de **ahora** y **antes** Hacer que los estudiantes escriban una historia similar: cómo era su vida antes y ahora De la historia, hacer una comparación entre los tiempos. Luego se deducirá el uso del imperfecto y las terminaciones verbales - Conversar sobre sus actividades de los Estados Unidos (deportes, viajes, vacaciones,trabajo, etc.) - Escuchar un cassette con 3 historias diferentes. Luego los aspirantes escribirán lo que recuerden de la historia
5 Narrar hechos ocurridos en el pasado	Imperfecto: todos los usos Pretérito vs Imperfecto		- Temas de conversación: viajes/memorias/ vacaciones/fines de semana **Técnicas.** (folleto del plan de clase) Juego de las parejas - Hablar sobre la experiencia laboral en el pasado **Técnica.** - Tarjetas de identificación - Escribir una historia usando el final dado
INFORMACION CULTURAL: Fiestas familiares			

UNIDAD CUATRO TIEMPO / SALUD

1. Identificar los diferentes fenómenos metereológicos Describir los cambios durante el día	Hace + expresión de tiempo	**Verbos.** llover/ tronar/ relampaguear/lloviznar **Expresiones.** está lloviendo/ está lloviznando/está nevando/ **Varios.** hace frío/ hace calor/ hace mal tiempo/ hace buen tiempo. hay luna/ hay sol/ hay nubes/ la luna/ el clima/ el sol/ las estrellas/el clima/ el viento la nube/ el relámpago/ el granizo/ la escarcha/ la nieve helada/rocío/ la humedad/ la temperatura/el pronóstico del tiempo/ grado/ centígrado/ seco/nublado ... etc.	- Usar el pronóstico del tiempo que salen en los periódicos - Usar láminas con los diferentes estados metereologicos - Describir láminas con los diferentes climas - Comparar el clima de Paraguay con el de los Estados Unidos
2 Describir estados de ánimo y condiciones físicas (triste, feliz, enfermo, etc.)	Verbos + infinitivos Tener que + infinitivo - Para + infinitivo - Tener que + infinitivo - Deber + infinitivo - Expresiones + infinitivo - Hay que + infinitivo - Números ordinales - Imperativo forma vos	- Expresiones con estar y tener - Partes del Cuerpo - Expresiones: ¿cómo te sentís?/ ¿Qué te pasa?	- El profesor describirá el estado anímico de una situación determinada. Luego cada aspirante hará lo mismo. - Usar láminas para describir estados de ánimo. - Decir que se debe hacer en caso de algunas dolencias - Relacionar con remedios caseros/yuyos - Usando voc. de salud, presentar el - Escribir una situación en que estuvo muy enfermo y que hizo. **Situaciones.** 1 Dramatizar una situación de visita al médico **Técnica.** 1 Usar dibujos en secuencia para describe los síntomas de una determinada enfermedad
3 Describir los síntomas de parasitosis/diarrea y las medidad de prevención		Vocabulario técnico sobre parasitosis	- Describir láminas en secuencia sobre parasitosis infantil. - Discutir los principales problemas de salud en Paraguay - Discutir las principales medidas de prevensión - Hacer que los aspirantes presenten una charla el ciclo del "sevo'i" y/ o diarrea - Visitar el Centro de Salud de Areguá para interiorizarse sobre los recursos disponibles
4 Entrevistar a un miembro de la comunidad para averiguar las condiciones de salud.		- Vocabulario del Censo	- Usar el formulario para censo, y salir a hacer entrevistas a miembros de la comunidad - Procesar las entrevistas.
INFORMACION CULTURAL: El tereré			

SRI LANKA
A LIST OF SELECTED LANGUAGE COMPETENCIES FOR PRE-SERVICE TRAINING LANGUAGE PROGRAM

Survival Competencies:

A	**TOPIC I:** Competencies:	**Personal Identification** (1) To greet and be greeted (2) To greet and say good-bye (3) To introduce self (4) To ask and answer questions about one's background (5) To describe a place or a person
B	**TOPIC II:** Competencies:	**Host Family** (1) To make introductions (2) To identify family relationships (3) To describe and answer questions about one's family
C	**TOPIC III:** Competencies:	**Classroom Orientation** (1) To respond to commands (2) To respond to questions (3) To tell time (4) To tell date & day (5) To identify daily routines
D	**TOPIC IV:** Competencies:	**Social Life** (1) To make polite request (2) To make and respond to invitations (3) To give and receive compliments (4) To respond to personal remarks
E	**TOPIC V:** Competencies:	**Food** (1) To describe food needs (2) To ask about typical host country foods (3) To express food preferences (4) To refuse additional food when offered
F	**TOPIC VI:** Competencies:	**Health** (1) To describe one's physical condition (2) To describe one's emotional state
G	**TOPIC VII:** Competencies:	**Clothing** (1) To select clothing (2) To have an item of clothing made
H	**TOPIC VIII:** Competencies:	**Shopping** (1) To ask for availability (2) To bargain
I	**TOPIC IX:** Competencies:	**Directions** (1) To ask for and give location of buildings (2) To ask for and give directions
J	**TOPIC X:** Competencies:	**Transportation** (1) To ask for information about bus-stops and schedules (2) To purchase bus/train tickets (3) To engage 3-wheeler and settle for a reasonable fare
K	**TOPIC XI:** Competencies:	**Communication** (1) To find out business hours in the Post Office (2) To make a telephone call

Technical Competencies:

L	**TOPIC XII:** Competencies:	**Housing** (1) To locate appropriate housing (2) To get information about rent and utilities
M	**TOPIC XIII:** Competencies:	**Employment** (1) To describe his/her Peace Corps assignment

VOCABULARY GUIDE

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Grammar GUIDE

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- Adjectives (emotional)........ 4
- S(Dative)+ Adjective........ 4
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- Joining nouns (And)........ 15
- S+ (Dative) + O + bkakjd$,sfhkjd (have 18
you?)........ 24
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3. Classroom Orientation *C*
- V(infinitive) + 2
tmd........ 4
- Verb Involitives........ 22
- V(infinitive) + biafi,a,d (before)........ 25
- V(past) + g + miafia
(after)........

4. Social Life *D*
- S(1st person) + V (infinitive) +o.
(asking for permission)........ 2
- S(2nd person) + V(present) +o.
(requesting)........ 7
- S(Dative) + V(infinitive) +mq jx 11
(Can/Can't)........ 18
- V(past) + g + lula kE........ 25
- Present Verb base + uq (Let 31
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- S(3rd person) + Past participle........
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5. Food *E*
- S(Dative) + tmd (want/don't want)........ 4
- S(Dative) + V(past participle) + 10
fokjo@(requesting)........ 14
- S(Direct) + V(past participle) + fokako@ 19
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.sfhkjd$kF........
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HOW
TO DO IT

IDENTIFYING SUCCESSES AND PLANNING FOR IMPROVEMENTS

PURPOSES OF CURRICULUM EVALUATION

While Peace Corps is interested in finding out how "satisfied" participants or trainers are in a training event, its main concern is in determining actual effectiveness and usefulness of training. The specific questions you will want to know will vary according to the issues you are focussing on in your curriculum, but it is useful to think about the question of evaluation in a general way.

AREAS TO EVALUATE

The PATS Training Supplement has identified some of the questions that about the curriculum and language training that can be integrated into the overall training evaluation.

1. CONTENT

- Did the training content delivered correspond to the planned curriculum?
- Was the planned curriculum in fact the correct one for achieving the intended competencies?
- Was the content sufficient and complete for achieving the intended competencies?

2. PROCESS

- Were the teaching methods and learning activities used appropriate and varied enough to provide opportunities for Trainees with all learning styles?
- Did training respect adult learning principles, and model behavior that PCVs could use with counterparts, students or community members?
- Were the various other training components integrated (e.g., technical vocabulary and situations introduced and practiced ?)
- Were the trainers skilled in their subject matter, and in their use of adult training principles?
- Was a positive, supportive and fair learning environment created and maintained?

- To what extent did other aspects of overall management of the training program scheduling; (physical environment, support services, etc.) logistics, help or hinder achievement of training goals.

3. OUTCOMES

- How adept are the Trainees/PCVs at demonstrating mastery of the desired competencies? In terms of self-evaluation? In terms of evaluation by training staff?
- How prepared are the Trainees/PCVs in terms of their language abilities to work at site and to interact successfully in their communities? Both self-evaluation and evaluation by training staff are appropriate here.
- Once at post, are the PCVs able to implement the competencies developed during training? Do these competencies correspond to what is necessary to perform project tasks effectively and to achieve progress on the PGOMT (Purpose, Goals, Objectives, Milestones, and Tasks)?
- What considerations for future trainings (ISTs and future PSTs) are indicated, based on outcomes?

DIFFERENT TECHNIQUES FOR CURRICULUM EVALUATION

A variety of evaluation formats can be used:
1) written evaluation forms that are filled out individually,
2) written evaluation forms that are filled out by small groups of Trainees (perhaps divided by project or other means),
3) verbal evaluations done at community meetings,
4) "common evaluations" which allow all participants to write down their thoughts on the same form (this can be done by writing evaluation questions on a flipchart and leaving it up for a period of time so that all participants have a chance to read what has been written and to contribute their own ideas).

USING THE RESULTS

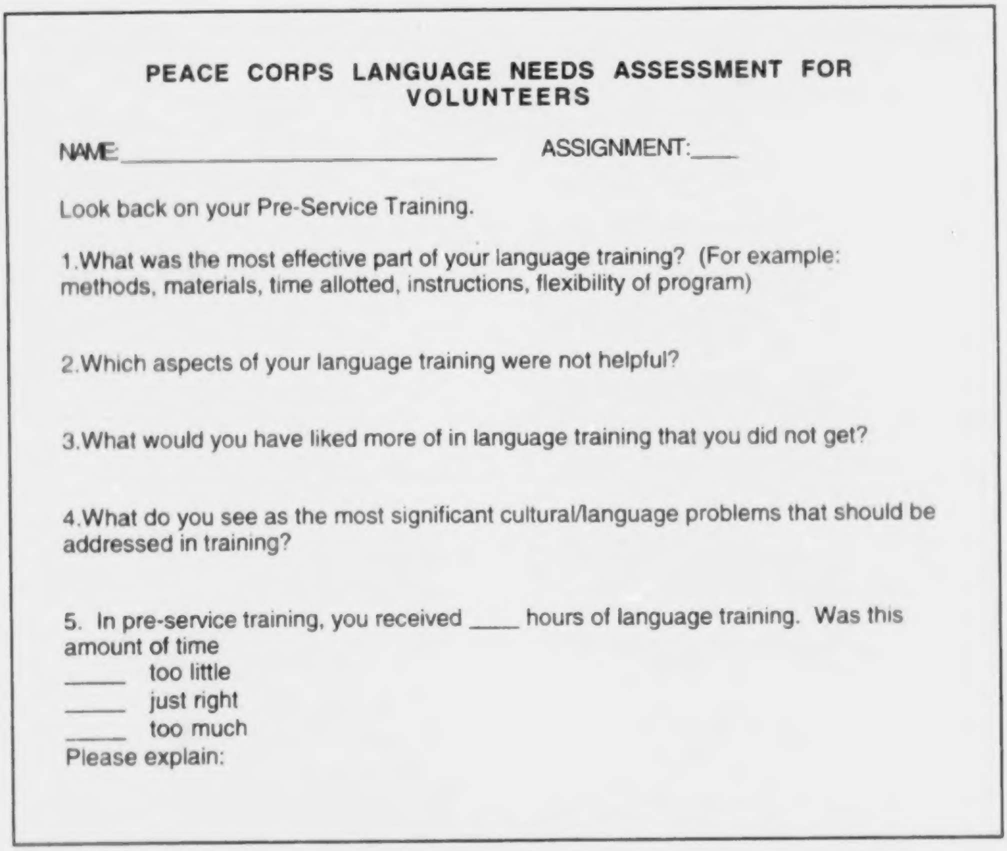
A quality evaluation can be extremely useful when everyone involved feels the information solicited is relevant, and will have an impact on their own training program and future training programs. Therefore, care needs to be taken in introducing the evaluation process to Trainees and in summarizing the data from the completed forms. This process must be separated from any selection process for the Trainees, and it must be understood that their assessment will in no way influence their becoming a Volunteer.

The results should be included in the periodic and final reports that are given to the in-country staff. They should then be able to assess how effective the curriculum was and to develop plans for future training programs.

SAMPLES FROM THE FIELD

CURRICULUM ASSESSMENT QUESTIONNAIRE

The following example illustrates one kind of curriculum assessment questionnaire that you may wish to use in your program. It was designed as a generic needs assessment for use after PSTs. The CD-ROM also includes other curriculum assessment instruments from various Peace Corps countries.



PEACE CORPS LANGUAGE NEEDS ASSESSMENT FOR VOLUNTEERS

NAME:______________________________ ASSIGNMENT:____

Look back on your Pre-Service Training.

1.What was the most effective part of your language training? (For example: methods, materials, time allotted, instructions, flexibility of program)

2.Which aspects of your language training were not helpful?

3.What would you have liked more of in language training that you did not get?

4.What do you see as the most significant cultural/language problems that should be addressed in training?

5. In pre-service training, you received ____ hours of language training. Was this amount of time
_____ too little
_____ just right
_____ too much
Please explain:

LANGUAGE LEARNING STRATEGIES

What strategies have you used to continue your language learning? Rate the following strategies by circling the appropriate number (5 = use always; 4 = use a lot; 3 = use sometimes; 2 = use occasionally; 1 = seldom use; 0 = never use). Please add any other strategies you find useful.

• I actively look for people to practice language with	0	1	2	3	4	5
• I listen to the radio and watch TV	0	1	2	3	4	5
• I ask native speakers about correct usage	0	1	2	3	4	5
• I encourage others to correct me; I analyze my errors	0	1	2	3	4	5
• I read as much as possible in the language	0	1	2	3	4	5
• I write notes or messages in the language	0	1	2	3	4	5
• I correct my written mistakes when I notice them	0	1	2	3	4	5
• I ask for help when I can't think of a word or phrase	0	1	2	3	4	5
• I look for similarities or contrasts between English and LANGUAGE	0	1	2	3	4	5
• I ask people to slow down if I can't understand	0	1	2	3	4	5
• I say positive things to myself to increase my confidence in my language skills	0	1	2	3	4	5
• I set goals for developing my language skills	0	1	2	3	4	5
• I look up new words in a dictionary	0	1	2	3	4	5
• I keep a notebook of new words and phrases	0	1	2	3	4	5
• I study the history and culture so that I can understand the language	0	1	2	3	4	5
• I pay attention to body language so that I can understand the message/situation	0	1	2	3	4	5
• I pay attention to context so that I can understand the language	0	1	2	3	4	5

- Other useful strategies:

LANGUAGE TASKS

How important are the following language tasks to you as a PCV? Rate the importance of the following language tasks by circling the appropriate number (5 = very important; 4 = important; 3 = slightly important; 2 = minimally important; 1 = not at all important; 0 = do not need/use task). Please add language tasks not listed here which you find useful.

SOCIAL LANGUAGE

1. Give and respond to greetings and farewells	0	1	2	3	4	5
2. Introduce oneself and others	0	1	2	3	4	5
3. Ask and answer questions about personal background, interests, family, city and country	0	1	2	3	4	5
4. Ask and answer questions about weekend plans, recent experiences, weather	0	1	2	3	4	5
5. State general feelings ("I'm tired." "I'm sad.")	0	1	2	3	4	5
6. Express concerns and fears ("I'm worried about my father.")	0	1	2	3	4	5
7. Make and respond to invitations	0	1	2	3	4	5
8. Give simple compliments about food, clothing, or housing ("That's a beautiful dress.")	0	1	2	3	4	5
9. Ask about appropriateness of actions according to customs/culture in the U.S. ("Is it all right to wear my shoes in the house?")	0	1	2	3	4	5
10. Request advice about resolving personal problems ("I had a misunderstanding with friends. What should I do?")	0	1	2	3	4	5
11. Use common expressions of courtesy ("Please." "Thanks." "You're welcome." "I'm sorry.")	0	1	2	3	4	5
12. Ask permission to use or do something ("Can I leave my bag here?")	0	1	2	3	4	5
13. Ask for or offer assistance	0	1	2	3	4	5
14. Ask and answer simple questions about another person ("Who's that?" "My director is the woman in the brown skirt.")	0	1	2	3	4	5
15. Describe work assignment	0	1	2	3	4	5

Other________________________________

COMMUNITY SERVICES

1. Report, describe and respond to questions about a crime/emergency to police/proper authorities	0	1	2	3	4	5
2. Ask questions about postage ("How much is this letter by airmail?")	0	1	2	3	4	5
3. Set up a bank account or conduct bank transactions	0	1	2	3	4	5

Other________________________________

DIRECTIONS

1. Ask for and give simple oral directions to a place	0	1	2	3	4	5
2. Ask for and respond to simple questions about destination/location ("Where's the ________?" "Where are you going?")	0	1	2	3	4	5

FOOD

1. Order a meal	0	1	2	3	4	5
2. Shop for food items in the grocery store or market	0	1	2	3	4	5
3. Inquire about food taste, cooking style, ingredients, etc.	0	1	2	3	4	5
4. Express the likes, dislikes and preferences	0	1	2	3	4	5

Other________________________________

HEALTH

1. Describe own physical condition ("I'm tired." "My foot hurts.")	0	1	2	3	4	5
2. Ask about and follow simple instructions for using medicine ("How much?" "How many times?")	0	1	2	3	4	5
3. Describe own emotional state and explain the reason for it ("I'm depressed because I think about my family in the U.S. all the time.")	0	1	2	3	4	5

Other________________________________

HOUSING

1. State basic housing needs ("We need a new stove.")	0	1	2	3	4	5
2. Report household problems and request repairs ("The roof leaks. Can you fix it?")	0	1	2	3	4	5

Other________________________________

LITERACY

1. Write a short note	0	1	2	3	4	5
2. Use a dictionary to find the meaning of a word	0	1	2	3	4	5
3. Read the newspaper	0	1	2	3	4	5

Other________________________________

MONEY

1. Identify coins and bills by name and value	0	1	2	3	4	5
2. Make or respond to a request for specific coins ("Do you have change for two pesos?")	0	1	2	3	4	5
3. Identify and request correct amount of change for a purchase ("I think you gave me the wrong change.")	0	1	2	3	4	5

Other________________________________

SHOPPING

1. Request basic items ("Do you have batteries?" "Do you have vinegar?")	0	1	2	3	4	5
2. Ask the price of food, clothing or other items in a store or market	0	1	2	3	4	5
3. Ask for information about places to buy food, clothing, household items ("Where can I buy ______?")	0	1	2	3	4	5
4. Ask for food using common weights and measures ("One kilo of rice, please.")	0	1	2	3	4	5
5. State satisfaction/dissatisfaction with clothing in term of fit, color, price, and request a different size/price	0	1	2	3	4	5

Other________________________________

TELEPHONE

1. Use appropriate telephone language	0	1	2	3	4	5
2. Report an emergency (fire, theft or medical emergency) to police from a home phone; give and spell name/address and give telephone number when asked	0	1	2	3	4	5
3. Take or leave a short phone message ("Dr. Smith called. Call him back at 10:00.")	0	1	2	3	4	5

Other________________________________

TRANSPORTATION

1. Ask about the amount of the local bus, taxi or pickup fares	0	1	2	3	4	5
2. Ask and answer questions about local destinations/locations ("Where is ______?" "Does this bus go to ______?")	0	1	2	3	4	5
3. Respond to and ask basic questions about one's own/others' departure/arrival time	0	1	2	3	4	5
4. Ask where a bus is going, where it stops, and which buses go to a given location	0	1	2	3	4	5

Other________________________________

TECHNICAL LANGUAGE

Some Volunteers feel that more training is needed on learning the language of their technical assignments. Rate the usefulness of the following language tasks by circling the appropriate number (5 = very useful; 4 = useful; 3 = somewhat useful; 2 = minimally useful; 1 = not useful; 0 = not applicable). Please add other language tasks not listed here which you find useful.

1. Work Supplies, i.e. Materials, Tools, Parts, Machines, Equipment, Systems

• name/describe	0	1	2	3	4	5
• request/locate ("Please hand me the hammer.")	0	1	2	3	4	5
• measure/compute/read instructions	0	1	2	3	4	5

2. Work Processes - Routine and Complex

• give/follow instructions ("Place it on the second shelf.")	0	1	2	3	4	5
• give/follow location/directions ("It's on the second shelf.")	0	1	2	3	4	5
• ask/answer questions, short tasks	0	1	2	3	4	5
• request help/respond to requests for help	0	1	2	3	4	5
• request/report work progress	0	1	2	3	4	5
• write job reports	0	1	2	3	4	5

3. Work Problems or Unexpected Circumstances

• request/give more information	0	1	2	3	4	5
• ask/give clarification ("I don't understand.")	0	1	2	3	4	5

4. Quality of Work

• identify incorrect/faulty work	0	1	2	3	4	5
• compare and contrast ("This job is done better.")	0	1	2	3	4	5
• ask/give reasons for actions ("Why did you do this?")	0	1	2	3	4	5
• suggest/recommend ("You need more fertilizer.")	0	1	2	3	4	5

5. Safety/Emergencies

• explain safety principles ("Wear these gloves because this is acid.")	0	1	2	3	4	5
• give/heed warnings ("Don't touch this.")	0	1	2	3	4	5
• report safety problems or accidents	0	1	2	3	4	5

6. Organizational Operation of Workers

• set work schedules	0	1	2	3	4	5
• set up work rules	0	1	2	3	4	5
• plan/conduct meetings	0	1	2	3	4	5
• give analysis or report	0	1	2	3	4	5

7. Relating to Other Organizations and Communities						
• conduct/attend meetings	0	1	2	3	4	5
• write proposals/figure budgets	0	1	2	3	4	5
8. Socializing with Supervisors and Co-Workers						
• greetings/introductions/leave-taking	0	1	2	3	4	5
• small talk	0	1	2	3	4	5
• accept/decline invitations	0	1	2	3	4	5
• use appropriate degree of apology/of thanks/of formality	0	1	2	3	4	5
9. Dealing with Public Officials						
• explain assignment	0	1	2	3	4	5
• make/respond to formal introductions	0	1	2	3	4	5
• identify own and others' work roles and relationships	0	1	2	3	4	5
10. Representing Peace Corps						
• Explain goals of Peace Corps	0	1	2	3	4	5
• Describe Peace Corps work in the country and the world	0	1	2	3	4	5

11. Other (Please Be Specific)

12. What special language do you need to work effectively in your assignment? Please think about your assignment, and list ten language tasks you think could be usefully included in an integrated language/technical PST program.

For example: "As a Volunteer in agro-forestry, I should be able to use the language to:
1. *organize meetings of farmers' associations*
2. *discuss plans for planting seedlings*
3. *organize placement of organic material to retain soil moisture*
4. *talk about and demonstrate reproduction by clipping*
5. *give presentations on erosion or soil types"*

As a Volunteer in ______________________ I should be able to use the language to:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

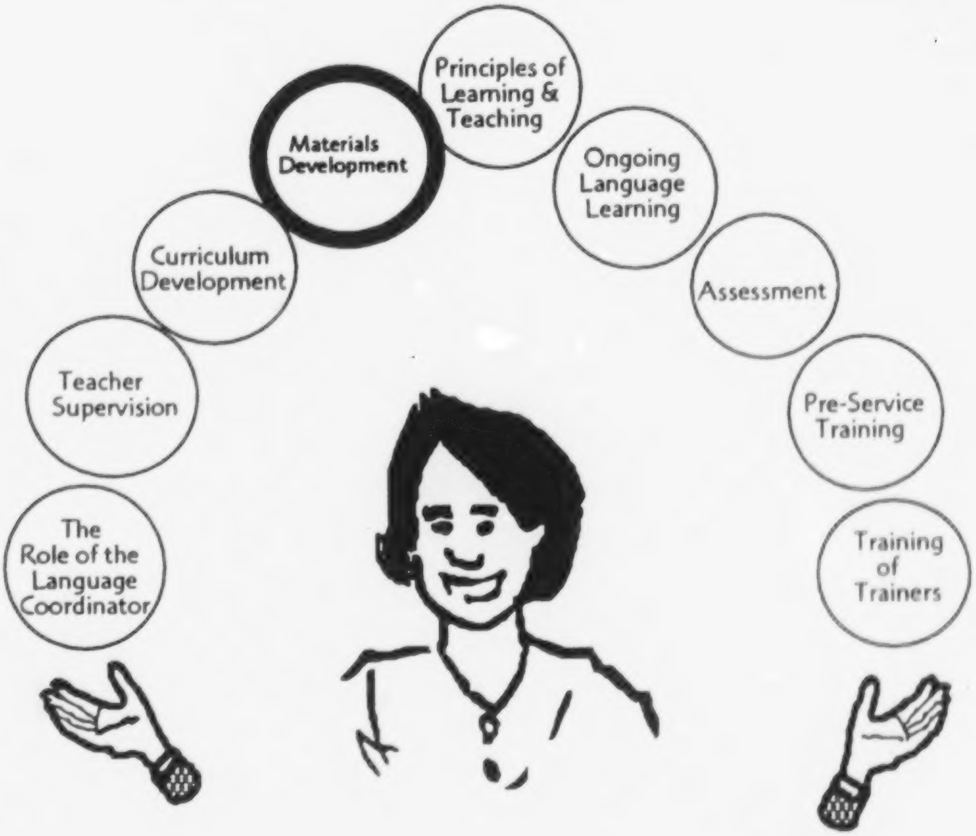
Thanks once again for your help!

LC
RK

LANGUAGE
COORDINATORS
RESOURCE
KIT

SECTION FOUR

MATERIALS DEVELOPMENT


The Role of the Language Coordinator
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Materials Development
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Training of Trainers

Peace Corps
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Ice Publication Number T0094
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LANGUAGE
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SECTION FOUR

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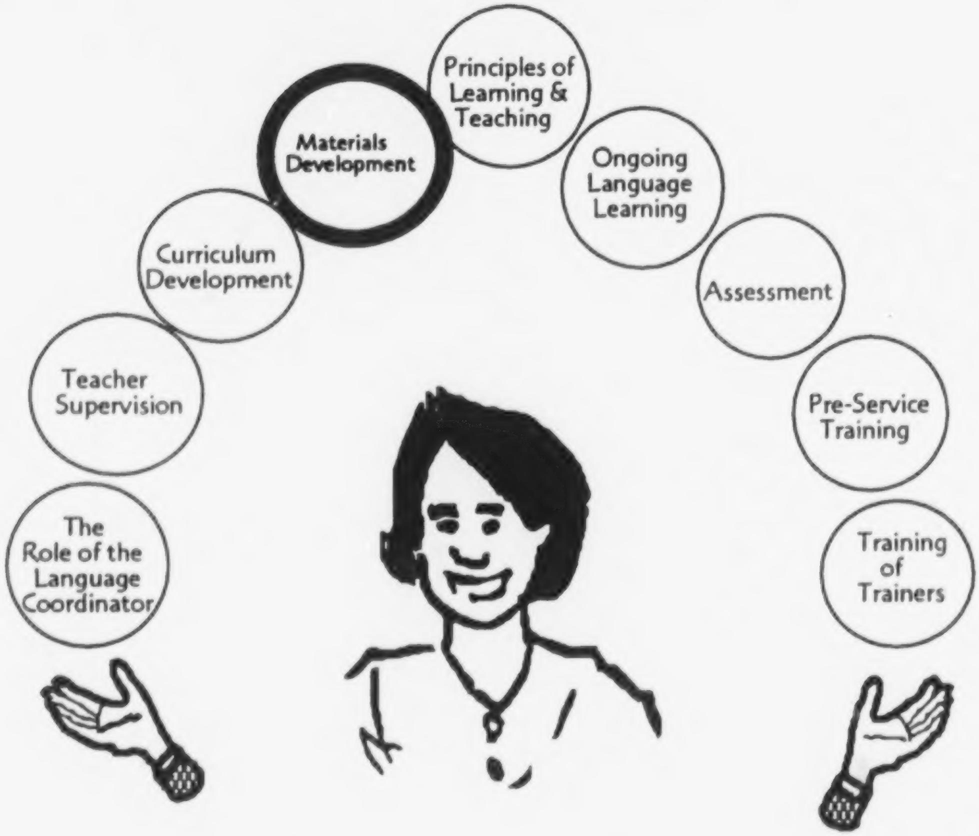
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Peace Corps' Information Collection and Exchange (ICE) makes available the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts to development organizations and workers who might find them useful. ICE collects and reviews training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps-generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

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LANGUAGE COORDINATORS RESOURCE KIT
SECTION 4.
MATERIALS DEVELOPMENT

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OVER VIEW

SECTION FOUR: MATERIALS DEVELOPMENT

GOALS OF MATERIALS DEVELOPMENT

After the curriculum has been developed, and your competencies have been selected, sequenced and coordinated with the grammar, vocabulary, pronunciation, and cross-cultural information that you have decided to include, the next step is to develop actual teaching materials. Except for the newest posts, where materials are being developed for the first time, it's important that this process take into account previous experiences in teaching particular competencies, such as successes from previous training programs, particularly effective lesson plans, etc. In addition to being sure to keep what has been especially effective from previous trainings, the content, style, organization and amount of new materials will also reflect two other concerns: pedagogical (design) decisions you have made about the design of your materials and logisitical realities (time, money, and personnel) at your post.

KINDS OF MATERIALS

Most posts require the following materials for effective language training. They need to be developed or obtained from other sources.

1. STUDENT TEXTBOOK

A student textbook will be greatly appreciated and even expected by the Trainees. As with all these types of materials, design features and sample formats are discussed later in this section, but any kind of texbook should include at the minimum:

- an overview/introduction to the language, noting pronunciation features such as problematic sounds (or tones for tonal languages), grammar basics, such as basic word order, and tips for English speakers tackling the language,
- competencies with a presentation of sample language in language texts, such as dialogs, readings, stories, signs and labels,

- grammar notes (These should be clear and brief. They should also refer to points introduced in earlier lessons.)
- culture notes.

2. SUPPLEMENTARY EXERCISE BOOK OR WORKSHEETS

These should be developed for Trainees to do as homework and to use as references. You may want to include them as part of each unit in the textbook or develop a separate workbook for Volunteers to work with on their own. General design consideration like these are discussed in more detail later in this section.

3. TEACHER RESOURCES: LESSON PLANS AND CLASSROOM ACTIVITIES

Teacher resources may also need to be developed and kept on file for future reference, such as lessons plans, which include objectives derived from each competency, suggested activities, and materials for each stage of the lesson. They will be especially useful for less experienced or newly hired instructors. Specific lesson plan formats are discussed in more detail in Section 8 of this manual (Pre-Service Training). In addition, you may also want to develop out-of-class tasks and activities like community contact assignments or cross cultural research questionnaires, activities that can be used for informal assesment both in and out of class, and an activities file, a collection of "generic" classroom activites such as games and flexible language practice techniques.

4. OTHER LANGUAGE RESOURCES

Other materials may also need to be purchased or developed, depending on what pre-existing materials and development resources might be available:

- phrase books and supplementary vocabulary lists
- dictionaries
- audio-tape materials
- explanations of culture and grammar in the host country language, so that teachers can have reference materials also.
- grammar references or "teaching" grammars, which describe the language as it needs to be understood by a learner
- ongoing language learning materials and resources such as a reading library

LOGISTICS OF MATERIALS DEVELOPMENT

As suggested above, you may need to make some difficult choices about exactly what materials can reasonably be developed, depending on the practical realities at your post such as how much money is available, how many and what kind of people are involved, and how much time and what kind of technical resources are available to you in developing your materials. Remember, too, that the characteristics of good language trainers are not necessarily the same as for good materials developers. So some basic features of the materials you develop will necessarily be determined by practical realities at your post.

Whether you are working in a country with previously developed materials that you want to revise or expand, or whether your program is starting this development process for the first time, the basic issues of good design principles and the financial and logistical realities of your post need to be taken into account.

WHAT THIS SECTION CONTAINS

This section contains information about:

- general considerations about the scope and process of developing your language curriculum into a set of printed materials for classroom and individual use.
- design criteria and samples of:
  - pre-departure materials
  - student texts and student workbooks
  - grammar reference materials
  - cross-cultural materials
  - teacher manuals
  - other kinds of teaching materials.
- the logistics of "who" and "how" for developing and revising your teaching materials.

WHAT NEEDS TO BE DONE

IDENTIFYING MATERIALS DEVELOPMENT NEEDS FOR YOUR PROGRAM

In the previous section you had a chance to take a preliminary look at your program and curriculum and identify some of your post's most important materials development needs. In order to help you assess and prioritize what other materials may need to be developed for your program, you can use this brief check list that was developed by Peace Corps Language Coordinators to help you assess program needs in the area of materials development. For each of the types of materials listed below select the letter of the response that best describes curriculum development at your post:

A. Completed successfully
B. Completed, but needs revision
C. Not completed, and it needs to be done
D. Not completed, but not important at present
E. Commercially available

Items that you marked with a B or C will probably need further development. Items 1-8 and 13-17 are discussed in more detail later in this section of the Resource Kit. Items 9 and 10 are discussed in Section 8 (PST). Items 11 and 12 are discussed in Section 7 (Assessment), and Items 18 -20 are discussed in Section 6 (Ongoing Language Learning).

MATERIALS DEVELOPMENT

PRE-DEPARTURE MATERIALS:

____ 1. Welcome letter to the Trainees describing the language component of the training program

____ 2. Brief information booklet about the language

____ 3. Tapes and suggestions for learning the language

____ 4. Further information about the language and culture

PST MATERIALS:

_____ 5. Welcome packet (including cross-cultural information)

_____ 6. Student textbook

_____ 7. Student workbook

_____ 8. Teacher-materials: teachers book or teaching notes

_____ 9. Grammar reference materials

_____ 10. Dictionary

LEARNING ACTIVITY MATERIALS:

_____ 11. Lesson plans

_____ 12. Community contact assignments (out-of-class tasks, activities and cross-cultural research questionnaires)

_____ 13. In-class assessment activities

_____ 14. Out-of-class assessment activities

_____ 15. Activity File

OTHER TEACHING AIDS:

_____ 16. Audio visual materials

_____ 17. Audio tapes

_____ 18. Video tapes

_____ 19. Computer games, programs, etc.

TUTORING MATERIALS:

_____ 20. Tutor manual

_____ 21. Session plans for tutor training

_____ 22. Resource materials for Trainees on how to work with tutors and language informants

_____ 23. Special language section in the Volunteers'/office newsletter for (poems, short stories, cross-cultural information)

_____ 24. Self-directed learning materials

TIME LINE

SUGGESTED SCHEDULE FOR MATERIALS DEVELOPMENT ACTIVITIES

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks involved in materials development.

MATERIALS DEVELOPMENT TIMELINE	
SEVEN MONTHS BEFORE PST	•Go over existing curriculum, needs assessments, and evaluations of previous materials. •Assess materials available at your post. •Assess commercially available materials. •Decide what materials you need to develop.
SIX MONTHS BEFORE PST	•Develop a budget for development and production. •Decide who will be developing the materials and when; write SOWs; determine a system of payment. •Interview and hire materials developers.
FIVE MONTHS BEFORE PST	With your materials development team: •Identify competency, topic, vocabulary, grammar points, cultural notes for each lesson. •Compile old lesson plans. •Decide on a lesson format : Identify graphics and presentation formats for each competency, topic, vocabulary, grammar point, cultural notes . •Work out a system of work : Assign specific tasks to materials writers. •Start writing materials.

THREE MONTHS BEFORE PST	•Do prepublication review process with current Volunteers and other language professionals and revise accordingly.
BEFORE TOT	•Print enough copies for the upcoming TOT and PST–not for all future training. (Remember that you want your teachers to have a copy enough in advance to be able to work with it.)
DURING AND AFTER PST	•Evaluate effectiveness of materials during PST. •Revise accordingly (see step one).

THINGS TO THINK ABOUT

QUESTIONS TO ASK BEFORE YOU BEGIN MATERIALS DEVELOPMENT

Before you begin a materials development project, there are some general logistical and design issues which must considered. How you decide these basic questions about your materials development goals and process is a fundamental first step in defining your final product. This list of questions was developed by Language Coordinators from ECAM countries.

WHAT ARE YOU REALLY DEVELOPING: STUDENT LEARNING MATERIALS OR CLASSROOM LESSON PLANS?

Is it a sequence of classroom lessons for the PST or should it contain other activities, information, resources and additional units for home study? Will the materials actually be used in class or as a source for follow-up activities and homework?

WHAT IS THE BASIC FORMAT: SINGLE TEXTBOOK OR MULTIPLE HANDOUTS?

Texts have more 'credibility' and foster learner security, but handouts offer more flexibility. You can change and adapt as learner needs indicate. Handouts also have the advantage of being developed as you go along if there isn't sufficient time or resources for materials development before PST. But remember, too, that you can use both formats with a textbook as a basis to be supplemented by handouts developed during the actual training.

HOW WILL MATERIALS BE USED WITH OTHER SUPPLEMENTARY MATERIALS?

Will the materials be designed for use with classroom activities, workbooks, or grammar reference manuals? Will they be used independently? Will they complement existing materials?

WHAT RESOURCES DO YOU HAVE FOR THE DEVELOPMENT PROCESS?

The process of developing, testing, and revising materials is time consuming. You need long-term connection with the project to produce high-quality results. Who will do it? How many and what kind of people will be involved? When will it happen? Is there sufficient preparation time before PST? PST is a busy time, and it isn't realistic to expect much time for development during training.

HOW DO YOU ACCOUNT FOR TEACHER AND STUDENT DIVERSITY AND AUTONOMY?

People learn best in a variety of different ways and with different learning and teaching styles. How will your materials account for this and provide a variety of ways to learn and practice? Can they be used in a variety of teaching situations, from "traditional" classroom to individual self-directed learning? How will you allow for variation in teachers and students?

WHAT PHYSICAL APPEARANCE WILL THE MATERIALS HAVE?

What should the text look like? What kind of Illustrations, printing and layout, printing, etc.? What are the logistical constraints involved in producing and printing?

HOW WILL YOU REFLECT YOUR CURRICULAR EMPHASIS?

Not all competencies are equally important. What does this mean for text design? How will you allow for flexibility and opportunity for learner input? Every PST has a different sequence of activities and competencies. How will the materials adapt to training schedules?

ARE THERE COPYRIGHT CONSIDERATIONS?

Remember that international copyright law governs use of materials that have been developed by other people and organizations. You must have explicit written permission to use or adapt materials from other sources for your own purposes.

HOW TO DO IT

PRE-DEPARTURE MATERIALS

Developing pre-departure materials to be sent to invitees before they arrive at your PST is a good opportunity to take advantage of their natural enthusiasm and curiosity about the country, the language, and the culture of the place where they are about to spend the next two years of their lives. All materials will, of course, need to be coordinated with the Training Director, the country desk, and the Technical and Cross-cultural Coordinators as well. But a good welcome packet can do a lot to ensure that Trainees will arrive with reasonable expectations and a sense of enthusiasm and commitment for the training process. Pre-departure materials should be friendly, accessible, and upbeat but not so comprehensive or technical as to become overwhelming, especially for less commonly taught languages

WELCOME LETTER

The welcome letter should come from the entire training staff and outline the basic goals, objectives, and expectations of the PST. Typically it includes general information on training design and philosophy, overview of training events, a sample daily schedule, and a brief description of the various technical components. As language coordinator you will probably want to develop a description that includes a general overview of the goals and techniques of language training, some sample generic and technical competencies, and the post's expectations about language proficiency and independent language learning skills that should be attained by the end of training. The letter is also a good place to ask Trainees to bring a tape recorder/walkman that records, so they can use it as an important tool for language learning, both during PST and for continued language learning after training.

INFORMATION BOOKLET

If there are sufficient resources at your post, you may wish to expand the welcome letter format into a more comprehensive format: an information booklet. A booklet can include not only the basic information about the training program, but also more comprehensive information about the country's history, geography, political and economic development, culture and, of course, the language (or languages) that Trainees will be studying, including, perhaps, a very brief, non-technical overview description of some of the basic features that are most different from English.

USEFUL PHRASES/ LANGUAGE SURVIVAL KITS

These materials can be part of the information booklet, or a separate document. Depending on your resources, they can be accompanied by a cassette tape. Typical competencies focused on in these kinds of booklets are some language basics such as greetings, numbers, basic "survival" questions like "where is..." and "how much..." If Trainees are going directly into homestays as part of training, the survival language kit is particularly important and should be focussed on that situation.

TAPES

Typical contents of tapes are language samples that parallel the information in the useful phrases/survival kit booklet. You may also want to add some "words of welcome" from the training staff, as well as some typical music or folk songs. Tapes also offer an early opportunity for Trainees to familiarize themselves with the basic sounds and pronunciation features of the language.

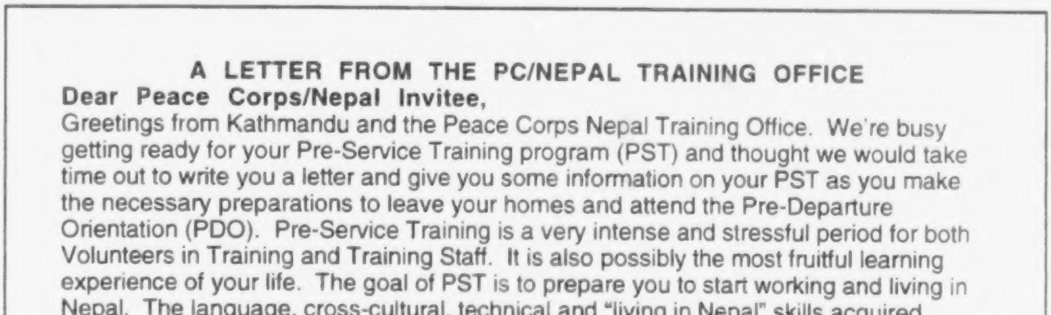
OTHER RESOURCES

Remember that the pre-departure period is a very exciting time for Trainees, when their curiosity and enthusiasm is often quite high, so you might also want to include other sources of information about your country and language. These could be bibliographies of books about the country, commercially available language materials, and even Internet "addresses" where they can obtain more information about their new home.

SAMPLES FROM THE FIELD

PRE-DEPARTURE MATERIALS WELCOME LETTER

This first example is a welcome letter from Peace Corps Nepal that provides a brief outline of what Trainees can expect from their PST. It is part of a larger booklet called "Let Nepal Namaste", which also includes pre-departure suggestions and letters from current volunteers.



A LETTER FROM THE PC/NEPAL TRAINING OFFICE

Dear Peace Corps/Nepal Invitee,

Greetings from Kathmandu and the Peace Corps Nepal Training Office. We're busy getting ready for your Pre-Service Training program (PST) and thought we would take time out to write you a letter and give you some information on your PST as you make the necessary preparations to leave your homes and attend the Pre-Departure Orientation (PDO). Pre-Service Training is a very intense and stressful period for both Volunteers in Training and Training Staff. It is also possibly the most fruitful learning experience of your life. The goal of PST is to prepare you to start working and living in Nepal. The language, cross-cultural, technical and "living in Nepal" skills acquired during PST will serve as the foundation upon which you build your experience in Nepal as a Volunteer. The training design is "experiential" and "learning how to learn" oriented because much more learning and training will be required after you complete PST in order to be successful as a Volunteer. In-service training and project related conferences are scheduled during your two years of service. Volunteers need to be self-starters and initiators in their work. These skills will be stressed during PST.

Your training program consists of two groups- Auxiliary Health Instructors (AHI), Female Community Health Volunteers (FCHV), and Youth Development Volunteers will be together in one training group. Natural Resources/National Parks/ Agriculture Volunteers will be together in another group. . Upon arrival in Kathmandu you will all stay in the capitol for approximately three days. Your training program time in Kathmandu will consist of an overview of your training schedule, medical orientation, and some language and technical sessions. There is also some time to organize your things before heading out to the training site. Peace Corps/Nepal provides storage facilities in Kathmandu during your two years of service. However, during the training period, we prefer folks to take all their belongings to the PST sites (outside Kathmandu) where there is ample space to keep them. This is because it is easier logistically and time-wise. You will have transportation and assistance provided by Peace Corps when you travel to the training sites. After the initial three days in Kathmandu, you will depart for your PST sites outside Kathmandu. The two groups occupy different sites from this time on.

Your PST will be approximately twelve weeks long and divided into three pieces - Phase One, Phase Two and "Post Visit". Phase One is approximately four weeks long and takes place at a residential training site. Phase Two is approximately six weeks long and takes place at a second training site where all Volunteers in Training live with host Nepali families. The third piece of training is a visit to your future work site . This visit traditionally is scheduled for ten days to two weeks, including travel time.

Phase One

During Phase One the emphasis is squarely on language training. You will spend an average of five hours per day in language class and the remaining time is split between cross-cultural/living skills training and introductory technical training.

The language training is designed to address the most immediate language competency needs first and then progress to the more complex structures and abilities as the PST progresses.
You will have language instruction in both "living in Nepal" language and technical/professional language. Cross-cultural/living skills training focuses on successfully building a rewarding life in Nepal. This training also is designed to address the most immediate needs (competencies) first and then build to the more complex areas. For example, topics range from how to use a "squat-style pit latrine" to "People and Relationships" to"Nepali cultural values" to "Politics in Nepal" to "cross-cultural adjustment". Technical training will focus first on the basics of your program design, job assignments and community development. It then progresses to more 'hands-on'/practical technical training activities.
A typical daily schedule during Phase One is the following:

Breakfast:	*7:00 - 7:30*
Community Meeting	**7:30 - 8:00**
Language Class *(with breaks)*	**8:00 - 12:00**
Lunch	*12:00 - 1:30*
Language Class	**1:30 - 2:30**
Technical and Cross Cultural Trng	**2:45 - 4:30**
Tea Break	**4:30 - 4:45**
Sports/Free Time	*4:45 - 7:00*
Dinner	*7:00*

This schedule more or less reflects a typical American workday. It does not, however, follow a typical American work week. During Phase One you will have every sixth day off.

Phase Two

During Phase Two you will change training sites. Your living situation will change from a residential training site to living with Nepali families. You will take breakfast and dinner with the family and spend the day at the training site. Living with a family will provide an even greater opportunity to practice your language, as well as providing for a direct experience of cross-cultural living. This is crucial to begin preparing for life as a Volunteer and making the necessary cultural adjustments to be successful. The emphasis of the training will change from language to technical training (although you will still have up to four hours of language training per day) and you will continue cross-cultural training.
A typical daily schedule during Phase Two is the following:

Language	**7:00 - 9:00**
****Daal Bhaat w/Family***	**9:00 - 11:00**
Language	**11:00 - 1:30**
Break	**1:30 - 2:00**
*******Khaaja***/Community Mtg**	**2:00 - 3:00**
Technical/Cross-cultural/ Medical sessions	**3:00 - 5:00**
Free/Sports	**5:00 - ?**
Dinner w/Family	*7:00*

Daal bhaat -> rice & lentils w/curried veg.
*****Kaaja -> snack***

This schedule reflects a typical Nepali workday. The weekly schedule will also follow the Nepali work week which is six days long, with only Saturdays off.

Post Visit

You will travel to your future work site either at the mid-point or during the final weeks of training (depending on your technical group). During the Post Visit you will meet your Nepali supervisors and scout out your work site and possible housing. This is a chance to explore your future home with an eye towards gathering information and asking questions while you are still in training and have access to your Nepali training staff.

Swearing-In and the "post PST" period

The "Swearing-In" marks the end of training and is the official transition point from "Volunteer in Training" status to "Volunteer" status. Just prior to the "Swearing-In" you will spend four or five days in Kathmandu attending training sessions concerned mostly with administrative and medical office issues and processing. After your "Swearing-In" you will spend a few days in Kathmandu getting ready to travel to your post and begin living and working as a PCV.

Training Performance Requirements

During Training your performance will be assessed against certain standards which are set out by Peace Corps Nepal and the government of Nepal. These standards are in the areas of Nepali language proficiency, technical expertise and ability to adapt to the living and working conditions of Nepal. These standards will be reviewed in detail with you upon arrival in Nepal.

The following are general, entry level requirements that need to be met in order to qualify for swearing-in at the end of your PST.

1. Full-time attendance and active participation in all scheduled sessions and activities during training.
2. Demonstrating a willingness to study, learn and practice Nepali language and sufficient language proficiency to attend to primary needs. If by the end of PST this level is not met, the Volunteer in Training may be recommended for swearing-in on condition that s/he agrees to have additional language training either before going to site or language tutoring at site.
3. Demonstrating sufficient adjustment to begin living and working compatibly in Nepal under the supervision of His Majesty's Government of Nepal. (HMG).
4. Demonstrate a willingness to learn technical skills that have been identified as necessary for your job.
5. Dress and interact appropriately to show respect for the culture.

As you prepare yourself to leave the USA for your 27 month Peace Corps experience we hope that this "Namaste Book" will be useful in organizing your mind and materials. We encourage you to read the pre-departure section very carefully. It can be very helpful in organizing your materials. Also, please read the letters from Volunteers, the voices of experience in Nepal. These letters will give you insight into the experience of current Volunteers and help you to get into a good "mindset" for starting your own Volunteer experience. Please bring this Namaste Book with you to Nepal, as you will find it a useful reference.

While the process of preparing is a very intense and personal one, please don't forget to include friends and family in the process. Make sure they have all necessary contact addresses and phone/Fax numbers for you. Addresses and phone/Fax numbers for Peace Corps/Nepal and Peace Corps/Washington (Nepal Desk Unit and Medical Office) are contained in the "Namaste Book". Be sure to write them down or make copies for friends and family before you go.

On behalf of the whole training staff, I'd like to say that we look forward to meeting you when you get to Kathmandu and working with you to make training a very rewarding experience. Have a good trip. See you at the airport.

Sincerely,
Training Officer
Assistant Training Officer

SAMPLES FROM THE FIELD

PRE-DEPARTURE MATERIALS INFORMATION BOOKLET

This example includes two excerpts from the pre-departure booklet from Romania. The first excerpt outlines training expectations. The second provides sample information about Romania and the Romanian language.

TRAINING WHILE IN PEACE CORPS

Peace Corps Romania will provide you with approximately 12 weeks of Pre-Service Training (PST), and In-Service Training (IST) programs. Each Peace Corps Volunteer being sworn-in for service in Romania will have completed approximately 240 hours of language training, 60 hours of cultural preparation, and170 hours of skilled training in your area of technical assignment. Throughout your two years of service, Volunteers and your counterparts may participate in various in-service training workshops designed to increase your technical skills.

During the 240 hours of Romanian language training you are only setting the basis for an on-going two years of language learning. Peace Corps wil assist you in this by providing a Language IST, funding for individual tutoring until six months prior to the completion of service.

Peace Corps Volunteers assigned to Romania have the necessary technical skills by virtue of their academic background, professional experience, and/or specialized training conducted by Peace Corps either in Romania, the United States, or prior to assignment.

Such training ensures:

1. a thorough understanding of the project goals and objectives and the development of skills to carry out the project tasks.
2. exposure to the experiences which will help the Volunteers adapt to the cultural setting in which they will be assigned.
3. basic competence in the Romanian language.
4. an understanding of basic preventive health and personal security issues to ensure the Volunteer of a safe and healthy environment during their assignment in Romania.

Training includes the establishment of the Volunteer's accountability and reporting requirements both to the host Ministry or agency and to Peace Corps. As such, it is the responsibility of the host Ministry to ensure that there is a jointly designated Volunteer supervisor. Such supervisors may be expected to take part in a one or two day training session during the course of the Pre-Service Training. The host Ministry is invited to participate fully in the planning and conducting of the Peace Corps training programs. Additionally, selected personnel from the Ministry are often requested to assist with the technical components of training or act as part time consultants. The Ministry or agency may require that the Volunteer participate in training activities conducted in Romania for its personnel.

PRE-SERVICE TRAINING (PST)

The PST for Romania VI Volunteers will be approximately 12 weeks for all trainees . The training will include technical training, Romanian language instruction, cross cultural and health and safety training. You will be trained in Bucharest and will be living with families. Living with Romanian families will accelerate your language learning, cultural norms, and mores.

You will be given the full schedule for the entire training upon arrival. It is not intended to be complete or inflexible. As training progresses, the individual needs of the trainees will be better identified and the training can be modified accordingly. Any reasonable request to change the schedule will be considered and incorporated into the training schedule if possible. All of the training staff's preparation has not been done to set the design in concrete. Rather the training design is made to change to fit the trainees need.

Scheduled free days and weekends are sacred; they are free for everybody. Staff and trainees can continue to work on free days but will be on a voluntary basis. Please use these free days to recharge batteries, clean clothes and relax. Training should be a time of enjoyment too. (Some mandatory and optional evening activities will be scheduled with advance notice and majority consent).

Learning and adapting to a new culture requires patience, energy and a sense of humor. Adapting to the Romanian culture will be different for each trainee, though some broad guidelines will have application to each. Learning skills necessary to develop cultural and cross-cultural capabilities involve identifying personal needs, collecting and filtering information, and confirming information. Of course, experiential learning forms the basis for cultural adaptation.

PST staff will do their best to facilitate cultural learning, but trainees also share the responsibility to ask questions and try new things. Feel free to make mistakes and enjoy the opportunity to grow.

During PST trainees will be assessed using the following qualifying factors and procedures:

1. Training objectives for language, culture, and technical components of PST will be written and presented to the trainees at the start of the training.
2. Trainees are encouraged to give the feedback to training staff throughout PST regarding their learning needs and other training issues.
3. Verbal feedback will be given to each trainee from the appropriate training staff member in a timely and professional manner, when deemed necessary or helpful. Feedback also means positive reinforcement.
4. If necessary, written feedback will be given to a specific trainee by the appropriate staff member in a timely and professional manner. A copy of the written feedback will be kept in a confidential trainee record, which may be made available only to the respective trainee and PST Project Director. Trainees may request to see their records anytime, and may add any items they wish to their own training records.
5. Formal Progress Conferences will be held with each of the trainees with the Project Director and/or other PST core staff member (language coordinator or cultural coordinator) four times during the PST. Results of the conference will be written down and shown to the respective trainee, and filed in the trainees' records. Trainees may add to the written report if it is considered inaccurate or incomplete.
6. All assessment of trainees is based on performance only. Interpersonal and subjective feelings are excluded from the procedure.
7. At the conclusion of the PST, the trainees may keep their record if they wish to. Otherwise, it will be destroyed. The record is not transferred to the Peace Corps/Romania file.
8. At the conclusion of the PST, the Project Director submits a recommendation sheet for each trainee to the Country Director regarding the trainee status. A trainee who is not recommended to swear-in as a Volunteer is provided with a copy of the relevant behavioral documentation and relevant feedback given during PST. Peace Corps retains a copy of this documentation for clarification purposes.
9. Trainees recommended for Swear-In as Volunteers are asked to sign the Volunteer Oath.

IN-SERVICE TRAINING

1. Three to four months after pre-service training Volunteers attend a mandatory language in-service training consisting of a minimum of 20 hours of language training.
2. No later than six months after being sworn in Volunteers attend a technical IST of no less than 3 days. Whenever possible Peace Corps makes arrangements so Volunteer counterparts can attend.

After the first year of service a three day **Mid-service Conference** is conducted to make critical program adjustments and improvements, assess monitoring and evaluation information and to further upgrade Volunteer skill levels through targeted training activities.

At approximately three months before leaving service a **Close of Service Conference** is held to assist volunteers in their preparations to return home.

ROMANIA

GEOGRAPHY AND DEMOGRAPHICS

Romania covers an area of 237,500 square kilometers (approximately the size of Oregon, 91,700 sq. MI) at the junction of Central Europe, the Balkan peninsula and the Eastern Slavic lands. It borders on Hungary to the west, Serbia to the southwest, Bulgaria to the south, the Black Sea to the southeast and the Ukraine and Moldova to the east and north. Out of a population of 23 million, 88 percent are ethnic Romanians, descended from ancient Roman colonists and their Dacian subjects. The remainder is comprised of two million ethnic Hungarians- 8 % , two to three million Gypsies (also known as ethnic Romany), 200,000 Germans- 1.5 % and smaller numbers of Serbs, Ukrainians, Bulgarians and Armenians. The dominant religion is Eastern Orthodoxy, followed by traditional Catholicism, eastern rite Catholicism and evangelical Christianity. There is also a small and diminishing Jewish community.

Population density was in 1989 about 98 persons per sq. km (about 253 per sq. MI). The population was about 49 % rural.

CLIMATE

Romania has a continental climate, particularly in the old Kingdom (east of the Carpathians and south of the Transylvanian Alps). Long and, at times, harsh winters (mid-November through March), a delightful spring (April through May), a hot summer (June through August) and a beautiful autumn (September through mid-November). The average daily temperature for Bucharest in February is 28 degrees F. The winter months can be extremely cold and windy, especially in the mountains and the northern part of the country. The average daily temperature in Bucharest in August is 95 degrees F. The summer months, mostly in the lower section of the country, can be very hot and humid. Rainfall is heaviest from April through July, and averages five inches in June. In comparison with a city in the United States, Bucharest's climate is similar to that of Washington, DC.

LANGUAGE

Romanian is basically a Romance language with a grammar similar to Latin. This familial resemblance makes it easy for anyone who speaks French, Italian, Spanish or Portuguese to recognize words and phrases in Romanian, even though its vocabulary also contains words old Dacian, Slavic, Greek and Turkish origin, with more recent additions from French, German, and English.German is widely understood- if not spoken- in the areas of Transylvania and the Banat traditionally inhabited by Saxons and Swabians ; and many educated Romanians have learned the language for professional reasons, although the tendency amongst students nowadays is increasingly towards English.Hungarian is spoken in large areas of Transylvania inhibited by Hungarian population.

Linguistic features :

Romanian nouns have 5 cases and 3 genders: masculine, feminine and neuter.
Adjectives are usually placed after the noun and agree with it.
Pronouns have a multitude of forms,.
The definite articles are attached to the end of the nouns and the indefinite ones precede the nouns.
Verbs are conjugated, and they take different endings for each person.
Pronunciation is likewise fairly straightforward.Words are usually, but not always, stressed on the syllable before last, and all letters are pronounced.
(See chapter Romania on the Internet for sample of language).

HISTORICAL OVERVIEW

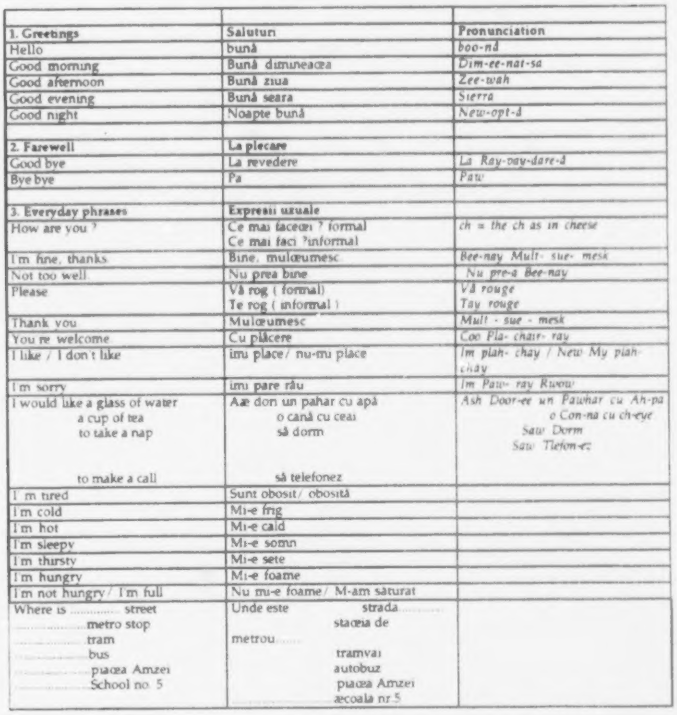
Romania, one of the most populous countries of Eastern Europe, is a very difficult country to know and understand. Since the overthrow of Ceausescu and the Communist system, Romania has become a country struggling to restructure its political, economic, and social institutions into free and democratic establishments. Although Communism and the Ceausescu dictatorship can be held accountable for much of the state in which Romania finds itself today, Romania has had a complicated history that has produced a lasting influence over the country. This "real" Romania has great charm and can inspire a real interest in the country.Romania possesses a culture which has evolved over centuries. This culture is a product of the many conquering tribes and empires whose civilizations eventually became integrated with the people of the Romanian land. Throughout the time when the Romanian land was occupied by foreign rule, the Romanian people struggled to retain their respective identity as Romanians. They are survivors in the most basic sense. This long and complicated history of foreign rule and dictatorship has made a lasting contribution to the general make-up of the Romanian population and

SAMPLES FROM THE FIELD

PRE-DEPARTURE MATERIALS: USEFUL PHRASES AND LANGUAGE SURVIVAL KITS

Here are two excerpts of "Survival" Language Guides, one from Romania (also part of their information booklet) and one from Bulgaria.

ROMANIAN LANGUAGE GUIDE



1. Greetings	**Salutun**	**Pronunciation**
Hello	bunà	*boo-nà*
Good morning	Bunà dimineaœa	*Dim-ee-nat-sa*
Good afternoon	Bunà ziua	*Zee-wah*
Good evening	Bunà seara	*Sierra*
Good night	Noapte bunà	*New-opt-à*
2. Farewell	**La plecare**	
Good bye	La revedere	*La Ray-vay-dare-à*
Bye bye	Pa	*Paw*
3. Everyday phrases	**Expresii uzuale**	
How are you ?	Ce mai faceœi ? formal Ce mai faci ?informal	*ch = the ch as in cheese*
I'm fine, thanks	Bine, mulœumesc	*Bee-nay Mult- sue- mesk*
Not too well	Nu prea bine	*Nu pre-a Bee-nay*
Please	Và rog (formal) Te rog (informal)	*Và rouge* *Tay rouge*
Thank you	Mulœumesc	*Mult - sue - mesk*
You re welcome	Cu plàcere	*Coo Pla- chair- ray*
I like / I don't like	imi place / nu-mi place	*Im plah- chay / New My plah-chay*
I'm sorry	imi pare ràu	*Im Paw- ray Ruow*
I would like a glass of water a cup of tea to take a nap to make a call	Aæ dori un pahar cu apà o canà cu ceai sà dorm sà telefonez	*Ash Door-ee un Pawhar cu Ah-pa* *o Con-na cu ch-eye* *Saw Dorm* *Saw Tlefon-ez*
I' m tired	Sunt obosit / obositâ	
I'm cold	Mi-e frig	
I'm hot	Mi-e cald	
I'm sleepy	Mi-e somn	
I'm thirsty	Mi-e sete	
I'm hungry	Mi-e foame	
I'm not hungry / I'm full	Nu mi-e foame / M-am sàturat	
Where is .... street ....metro stop ....tram ....bus ....piaœa Amzei ....School no. 5	Unde este strada.......... staœia de metrou...... tramvai autobuz piaœa Amzei ....æcoala nr.5	

Peace Corps Bulgaria identified the following items for incluson in their "language survival kit" which they provided for Trainees as part of their pre-departure information packet. predparture phrases

SOME USEFUL EXPRESSIONS IN BULGARIAN

Greetings/Wishes
Good morning!
Good afternoon!
Good evening!
Hello!
Good night!
All the best!
Have a nice day!
Welcome!
Good bye!

Meeting Somebody
What is your name?
My name is...
How do you do?
Glad to meet you!
Where are you from?
I am from...
How are you?
I'm fine, thanks.
And you?
Not too well.
Do you speak English/Bulgarian?
A little.
I'm sorry, I don't.
Do you understand?
I don't understand.
I don't know.
Please, speak more slowly.
I'm married.
I'm single.

Some Basic Questions and Answers
What is this?
This is a hotel.
What does it mean?
How do you say *coffee* in Bulgarian?
Where is the hotel?
It is over there.
Go...
...straight
...to the right
...to the left
How can I get to the hotel
How can I get to...
the center?
the station?
To/on the right.
To/on the left.
Straight ahead.
Where can I buy coffee?
Have you got coffee?
Yes, we have.
No, we haven't.
Please, give me a coke.
How much is it?
Here you are.
Thank you.
You're welcome.
Sorry. (it is my fault)
Excuse me, may I ask you something?
Excuse me, may I ask you for something?
Yes, please.
Yes, of course.
I have a problem.
I need help.
I've lost my way.
Please, show me the way on the map.
I don't feel well.
I'm sick.
I'm tired.
What time is it?
It's two o'clock.
Would you like a coffee?
With pleasure.
No, thanks.
Where can I get a taxi?
Can I get a receipt, please?
Where can I change dollars?
What is the exchange rate?

Buying Personal Items
Do you have...?
Give me...
...a stamp to America, please.
...a postcard
...two postcards
...a toothbrush
...this souvenir
...a packet of cigarettes
How many do you want?
How much is it?
Would you write down the price for me, please?
I'll buy it.
No, thank you!
I don't want it.
I don't like it.
Here you are!
Thank you!

Useful Adjectives
big/small
nice/ugly
cheap/expensive
cold/warm
early/late
young/old
good/bad
strong/weak
tasty/delicious

Other Topic Areas:
Forms of Address
Members of the Family
The Days of the Week
Numbers
n a Restaurant
Menu Reader
House Orientation
Common Medical Problems

SAMPLES FROM THE FIELD

PRE-DEPARTURE MATERIALS: TAPES

These samples consist of two lists of contents of welcome tapes sent to Trainees. It is useful to notice how they supplement and expand the information in the Survival guide. The first sample is from Romania.

The second is from Bulgaria, and also includes the English version tapescripts of the Listening Exercises Section of the tape.

ROMANIA 6 TAPESCRIPT

Side A

1. Introductions : - Mihaela Bobeica -Language Coordinator
   - Art Flanagan -Country Director
   - Anca Tanasescu - PST Director
   - Teachers -- Magda Stancuti
     Maria Keminger
     Adriana Tepelea
     Dana Holtea
2. Romanian Alphabet
3. Greetings
4. Numbers from 1 to 20
5. Numbers by teens 30 to 100
6. The days of the week beginning with Monday
7. The months of the year beginning
8. Introductions
9. Short conversation with Host family
10. At the bar
11. Short conversation between two friends
12. Asking for directions on the street
13. Useful phrases to be used with the host family
14. Short introductions of Volunteers
15. Happy birthday - Multi ani trăiască
16. More Introductions from Volunteers :

Side B

1. Introductions
2. Phrases for the first day with the Host Family
3. Useful Information about training
4. Role Play - Lunch at Pizza Hut
5. Telephone Conversations, Getting a taxi
6. What to do for fun - places to go : Discos, clubs, cinemas, TV, etc.
7. Directions
8. Important phrases
9. Shopping
10. Everyday expressions
11. Romanian Song

Peace Corps/Bulgaria
Bulgarian Language Training Tape

Peace Corps/Bulgaria has prepared this language training tape with useful Bulgarian expressions and listening exercises to help you acquire some initial knowledge of the Bulgarian language.

Contents

Side A:

1. Language Coordinator Zoya Lubenova
2. Country Director Larry Bartlett
3. Admin Officer Jean Bloom
4. Peace Corps Volunteers currently serving in Bulgaria:
5. A Language Guide to Bulgarian

Side B:

5. A Language Guide to Bulgarian (continued)
6. Listening Exercises
7. Bulgarian Folk Music

Please, don't forget to take the tape and the script with you when you pack your luggage, unless, of course, you have mastered all those exercises.

Script in English

Hello future Peace Corps Volunteers!
My name is Zoya Lubenova. I'm the Language Coordinator at Peace Corps / Bulgaria and I'm responsible for the preparation and implementation of the language training program in your Pre-Service Training and during your two-year service in Bulgaria.
I have traveled abroad and I believe that knowing the language of the country you are in, is an extremely valuable advantage. It saves lots of troubles and makes your trip more meaningful and enjoyable. I hope that the tape we are sending you will be very useful. Good luck! I'm looking forward to meeting you in Bulgaria!

Hello! My name is Larry Bartlett. I am the Director of the United States Peace Corps in Bulgaria. I'm an American from Washington. At the moment I live with my family in Sofia. I have two children, an eleven-year-old girl and a six-year-old boy.
And now let me switch to English. I'm delighted that Zoya has prepared this tape to get you started on your language studies. Your volunteer experience will be immeasurably improved by acquisition of Bulgarian. And we will do all we can to support your language learning.
I look forward to seeing you soon! Have a nice trip!

I am Jean Bloom. I'll assist you administratively. I hope to say "Welcome to Bulgaria!" to you very soon. This is a nice country and very different. I think you'll like it.
I know I am joined by all staff members in hoping that your preparations to join us go smoothly. The Bulgarian language is very interesting and your ability to express yourself will enhance your stay here. Have a safe trip and will see you soon.

Hello! My name is Eric Matza. I live in the town of Lovech where I work as a teacher of English. I've been in Lovech for an year and a half now. It's a very nice city. There is a covered bridge there over the river of Ossam and an old part of the city named Varosha. The first language school in Bulgaria is in Lovech but I work in the Math School. I think that the Math School in Lovech is better than the Language School because in the Math School we have very good colleagues - teachers of English. They are young but have a great desire to be good teachers. Well... What else can I say? This is it.

Hello everybody! I'm Jim Nealon. I arrived in Bulgaria in June last year. In America I live in Ohio but here - in Bulgaria I live in Blagoevgrad. I'm a teacher there. We're waiting for you in Bulgaria. All the best! See you in June!

It's February 20th today. My name is Richard Sloane. I work as a business consultant from Peace Corps and I live and work in the town of Kuystendil, pretty close to Sofia.
First, I'd like to say to you "Welcome to Bulgaria!" I hope that your two years will be perfect, a very good opportunity for a nice country as Bulgaria. We have lots of problems but this is normal. We all have problems. But if you have a little patience and if you can work hard, and work at high standards, you'll be successful.
I really appreciate your decision to come here in Bulgaria and become a Peace Corps volunteer because I think this is one of the greatest opportunities to work seriously and to give something really important in those crucial days. We are in the middle of a historical transition from something close to, I hope, something more open. And if you can be a part of this transformation, this is something terrific, this is something with a great quality. Well..., welcome and wish you a success! If you need something, we - the Peace Corps Volunteers are here and it will be a pleasure for me if I can help you. This is part of the reason why I'm a Volunteer and, I hope, we can work together here.
Thank you and see you soon!

Good afternoon future Peace Corps Volunteers! My name is Heather Almer and I work as an environmental person in Gabrovo. This is a town in the middle of Bulgaria where there are mountains in which the nature is very nice and there are a lot of wild animals and plants. The life there is very calm and the work is smooth. I hope, next year you'll enjoy your work here. I think that things in Bulgaria are not very much different from those in America. Probably you'll have your own view but, I think, that you'll like the things here. And if you have good luck, you'll have the same teachers of Bulgarian which we had last summer because they were very good and we learned a lot from them. Now, I'm saying "Welcome to Bulgaria!" I hope that we'll work together on lots of projects. Maybe you'll be future environmental volunteers and we'll see.
Chao and have a nice trip!

Hello! I'm Mary-Margaret. I live in Lovech as well with my best friend Eric. Lovech is a very nice town. He and I like living there. We work at one and the same school. We are teachers of English. As Eric has already mentioned, we have really nice colleagues there. I'd like to tell you now that my two years here are nearly finished, I'm very much pleased with everything I've learned here. Bulgaria is a very nice and interesting country. You'll like the people here very much, I'm sure about this. Simply, come and see!

Good afternoon! I'm Jennifer. I'm a volunteer in Vratza. I'm a teacher there. I have several things to tell you but you'll learn them by yourself. Simply, you'll learn a lot... A piece of advice - do not drink *boza*!

Bulgarian Language Training Tape
Sample Dialogs/Listening Exercises

Listening Exercise 1:
A: Hello! What's your name?
B: I'm Bill. And you?
A: I'm Maria.
B: Pleased to meet you.
A: Pleased to meet you.

Listening Exercise 2:
A: Hello! I'm Bill.
B: I'm Maria.
A: Pleased to meet you.
B: Pleased to meet you.
A: Where are you from?
B: I'm from Bulgaria. And you?
A: I'm from America.
B: Good bye!
A: Good bye!

Listening Exercise 3:
Good afternoon!
I'm Mary. I'm from America.
I'm from Texas.
I'm a teacher.
I'm a Peace Corps volunteer.

Good afternoon!
I'm Bill. I'm from America.
I'm from Nevada.
I'm a teacher.
I'm a Peace Corps volunteer.

Good afternoon!
I'm Mary. I'm from America.
I'm from Texas.
I'm a business lady.
I'm a Peace Corps volunteer.

Good afternoon!
I'm Bill. I'm from America.
I'm from Nevada.
I'm a businessman.
I'm a Peace Corps volunteer.

Good afternoon!
I'm Mary. I'm from America.
I'm from Texas.
I'm an environmental person.
I'm a Peace Corps volunteer.

Good afternoon!
I'm Bill. I'm from America.
I'm from Nevada.
I'm an environmental person.
I'm a Peace Corps volunteer.

Listening Exercise 4:
A: Excuse me, where is the bathroom (toilet)?
B: Over there.
A: Excuse me, where is the bathroom?
B: Over there.
A: Excuse me, where is the kitchen?
B: Over there.
A: Excuse me, where is the hotel?
B: Over there.
A: Excuse me, where is the cafe?
B: Over there.
A: Excuse me, where is the restaurant?
B: Over there.
A: Excuse me, where is the post office?
B: Over there.
A: Excuse me, where is the shop?
B: Over there.

Listening Exercise 5:
Excuse me. I have a problem. There is no hot water.
There is no towel.
There is no toilet paper.
There is no soap.
There is no electricity.
I have a headache.
I have a stomach ache.
I have a tooth-ache.
I have a sore throat.
I have a ear-ache.
I am sick.
I have a temperature.

Listening Exercise 6:
A: Good morning!
B: Good morning!
A: How are you?
B: I'm fine.
A: Please, have a seat! Would you like some coffee?
B: Yes, please.
A: What about milk?
B: No, I don't like milk.
A: Would you like sausages?
B: No, thanks. I'm a vegetarian.
I'd like some cheese and butter.
Some more coffee, please.

Listening Exercise 7:
A: Do you like coffee?
B: Yes, I do.
A: Do you like milk?
B: Yes, I do.
A: Do you like eggs?
B: Yes, I do.
A: Do you like tomatoes?
B: Yes, I do.
A: Do you like cheese?
B: Yes, I do.

Listening Exercise 8:

A: Do you like coffee?
B: No, I don't.
A: Do you like milk?
B: No, I don't.
A: Do you like eggs?
B: No, I don't.
A: Do you like tomatoes?
B: No, I don't.
A: Do you like cheese?
B: No, I don't.

Listening Exercise 9:

A: Can I have a glass of water?
B: Yes, here you are!
A: Can I have a coffee?
B: Yes, here you are!
A: Can I have a beer?
B: Yes, here you are!
A: Can I have a coke?
B: Yes, here you are!
A: Can I have a sandwich?
B: Yes, here you are!

Listening Exercise 10:
A: Coffee, please.
B: Here you are!
A: Thank you. How much is it?
A: 10 leva.
A: An envelope, please.
B: Here you are!
A: Thank you. How much is it?
A: 3 leva.
A: A postcard, please.
B: Here you are!
A: Thank you. How much is it?
A: 15 leva.
A: A stamp to America, please.
B: Here you are!
A: Thank you. How much is it?
A: 60 leva.

SAMPLES FROM THE FIELD

PRE-DEPARTURE MATERIALS: OTHER RESOURCES

The newly devloping potential of the World Wide Web makes countries accessible in a way they never were. This sample is an excerpt of a list of internet addresses for Romanian institutions and sources of information on the country that was provided as part of the Pre-Departure Information sent to invitees.

Romania on the Internet
Romanian Sites on the Web--December 22, 1995.

Topic Areas:

- **Art & Literature**
- **Economy and Business**
- **Education and Research**
- **Foundations and Cultural Centers**
- **General Country Info**
- **Government**
- **Internet Access Providers**
- **News**
- **Politics**
- **Regions and Cities**
- **Sport**
- **Tourism**

Art and Literature
http://www.info.polymtl.ca/zuse/tavi/www/poezii/inceput.html
http://www.vsat.ro/artexpo/welcome2.html"
http://www.lglobal.com/sculpcan/nphp.html"
http://www.interport.net/~radvel/poezii.html"
http://www.cs.rochester.edu/u/istrate/romlt/lucru/romlit.html
http://www.atms.be/Hessenhuis/Gallery/Roemeen.eng.html

Economy and Business
http://www1.usa1.com/~ibnet/romccihp.html
http://www.embassy.org/romania/economic/economic.html
http://www.generation.net/romania/
http://www.ids.net/hermes/present.html"
http://www.humnet.ucla.edu/hcf/staff/andrei/romecon.html"
http://www.vsat.ro/IMAGO/IMAGO.html"

Education and Research
http://infocib.ase.ro/
http://www.uaic.ro
http://www.ubbcluj.ro/

HOW TO DO IT

STUDENT TEXTBOOKS: GENERAL CRITERIA

Providing a student textbook is one of the major materials development tasks that many posts need to accomplish. Suitable books may occasionally be available commercially, but most programs need to develop such materials themselves. The development process may mean creating all materials "from scratch", or it may mean revising existing materials in order to meet new training needs, such as a specific technical focus, or to correct perceived problems based on previous Trainee evaluations, or even to adjust your training program to include more communicative methodologies. No matter whether you are selecting from pre-existing materials or developing new ones, the criteria for your final product will be similar. Language Coordinators have compiled this list of basic criteria that any good textbook should have.

1. RELEVANT CONTENTS	The sequence of topics and competencies should be based on a curriculum which reflects learner needs and capabilities. The materials should provide information about authentic language as it is actually used, and should build a positive attitude and a sense of learner responsibility for using the language.
2. VARIETY OF CONTENT	There should be a variety of exercises and types of activities to support and promote creative, interesting lessons. Content should be variable from the point of view of seriousness and sense of humor. The book should provide materials for different learning styles.
3. TASK-ORIENTED FOCUS	The contents, including the grammar and other material should all relate to real-life needs and lead to actual language use. Exercises should focus on helping students accomplish specific communication tasks in the target language.
4. OPPORTUNITIES FOR SELF-ASSESSMENT	The textbook should provide learners with ways to direct and assess their own learning. It should encourage students to formulate their own learning goals and take stock of their progress on a regular basis.

5. ADEQUATE AMOUNT OF CONTENT	The number of exercises and activities should be adequate. The number of new vocabulary items and grammar points introduced in each lesson needs to be controlled (only one or two grammar points per competency).
6. APPROPRIATE SEQUENCE OF ACTIVITIES	Practice exercises and activities should progress: •from easy to difficult or simple to complex •from the known and familiar to the new and unknown •from comprehension of new material (understanding through reading or listening) to production (trying out the new material through speaking or writing)
7. APPROPRIATE USE OF TARGET LANGUAGE/ ENGLISH	There should be less and less reliance on English and an increased use of the target language (in instructions and explanations) as the students progress.
8. CONSISTENT STRUCTURE	There should be a consistent structure throughout the book. Units should correlate with Topics. Lessons should correlate with Competencies. There should be regular review exercises and activities at the end of each unit. There should be both grammar and vocabulary exercises as well as communicative activities combining multiple competencies.
9. ATTRACTIVE APPEARANCE	The book should be appealing looking with clear print and good, clear illustrations. The book should be of a manageable size, not too bulky.
10. CLEAR, CONCISE INSTRUCTIONS	Instructions for exercises and activities should be brief and help the student understand the task.
11. CULTURAL NOTES	Elements of the culture should have a strong place in the book: famous sayings, articles, tips, stories, well-known songs and background notes.
12. GRAMMAR NOTES	There should be clear explanations and tables for grammar points. If possible they should also be presented in charts for self-study outside of class.
13. OPTIONAL APPENDIX	There should be an appendix with information for additional study -- such things as a reader, additional cultural notes, grammar explanations, tables, charts, and a key to exercises.
14. OPTIONAL GLOSSARY	There might be a glossary in the back providing English equivalents for vocabulary used in the book.

THINGS TO THINK ABOUT

STUDENT TEXTBOOKS: EVALUATION CRITERIA FOR INDIVIDUAL LESSONS

In addition to considering general criteria of student textbook design, it is also important to keep in mind some basic principles for designing individual lessons. Language Coordinators from ECAM countries developed this list of evaluation questions for each of the four basic stages of any language lesson (motivation; information, practice, and application). You can use them to help you evaluate the format and content of the individual lessons you're developing.

GENERAL QUESTIONS

- Is there a logical link between the competency and the theme to teach? Does the competency respond to the survival or technical needs of the Trainee? Is the competency reflected in every part and detail of the lesson plan?
- Is there an appropriate emphasis among the four language skills: listening and reading (reception), speaking and writing (production)?
- Does the material respect the learning process progression by moving from dependency to independence? Does every learning style find its place in the proposed activities?
- Would you find the material useful and interesting if you were a Trainee?

MOTIVATION

- Trainees are motivated by the recognition and the attention given to their needs and interests.
- Do the materials contain such material as dialogues/texts written by language trainers; texts from books or newspapers; cartoon strips and video and/or audio recordings to provide motivation to learn particular language content. Is the motivation activity related to the competency?
- Is the language used naturally? Is it adapted to the language level? Is the text the right length? Are there long sentences?
- Can the motivation material be covered in more or less than 20 minutes?

INFORMATION

- Does the language content have a logical or thematic link with the competency? Are the sentences used naturally ? Is the context realistic and credible?
- Is the level appropriate? Is there too much or too little material?
- Is there a mix of inductive and deductive approaches ? Are the explanations precise and adapted to the Trainees' level?
- Can it be presented in a brief amount of time?
- Are the exercises introduced by a brief summary of the points ?
- Is the cultural note logically derived from text/dialogue? (competency/theme)

PRACTICE ACTIVITIES

- Are all activities related to the competency? Are vocabulary words, grammar points, and functions integrated? Is the language appropriate?
- Are activities centered on the Trainees? Are instructions clear?
- Is there variety in the proposed exercises? Do they help the practice of the four language skills? Are activities well varied?
- Is there balance between pre-communicative exercises (Drills...) and those which allow learners to internalize the material by methods other than the simple repetition of words (such as structural manipulation or logical games?)

APPLICATION TASKS

- Is the task (community contact assignment, scavenger hunt, etc.) related to the competency?
- Are instructions clear?
- Would you feel personally embarrassed if you were asked to do it?
- Can the Trainees socially execute the task, as adult people, without feeling ridiculous?

SAMPLES FROM THE FIELD

STUDENT TEXTBOOKS: PROTOTYPE SAMPLE LESSON

Language Coordinators from ECAM countries met in Sinaia, Romania in 1993. Among other projects, one group designed a prototype unit for "the ideal" student text. This sample describes the kinds of exercises and activities that they felt would be most adaptable and useful.

PROTOTYPE LESSON DESIGN
ECAM LANGUAGE TRAINERS CONFERENCE
SINAIA ROMANIA

UNIT # _____
LESSON # _____

TOPIC: Family
COMPETENCIES:
identify family members
talk about own/other's family
inquire about other people's families

CONTENT AREAS:

Vocabulary	Grammar	Lang. Function	Cultural Note
Father Mother Husband Wife Son Daughter Brother Sister Grandfather Grandmother family parents	Expressing possession (3rd person singular-feminine and masculine)	Identifying family relationships, e.g. Asking for and giving info concerning family	

1. MOTIVATION

Instructor shows photo of his/her opwn family and discusses it

2. PRESENTATION

Dialog with pictures illustrating family trees of Bob and Mary (This may be used for T's presentation of new vocabulary and Grammar and for Early Production)

GRAMMAR FOCUS

Subject Pronouns	Possessive Pronouns.	to have
I	MY	I HAVE
YOU	YOUR	YOU HAVE
HE	HIS	HE HAS
SHE	HER	SHE HAS
WE	OUR	WE HAVE
THEY	THEIR	THEY HAVE

3. PRACTICE:

1. Listen to the dialogue between Bob and Mary. Identify the people that they are talking about and put a check mark against their names.
Dialog with Bob and Mary talking about people in their families, their names, ages, professions, etc. (The tape script may either be in the book or in an appendix containing all tape scripts.)

2. Listen to the dialogue again. Fill out the frames in the picture with the appropriate word form the list below:
(mother, sister, grandfather, wife, son)
pictures of some of the relatives shown in the presentation illustrations

3. Say three things you have learned about:
Bob's relatives
Mary's relatives
(Examples: His wife is from Boston. Her father has a new car)

4. Fill in the blanks with the possessives corresponding to the pronouns and nouns in brackets.
Model: (I) My sister is a student
(He) His parents are in the U.S.
(Dora) Her brother is eight.
5-10 questions

5. Read and answer questions about Ms. "C" and her family.
A paragraph about Mrs. "C" and her family. New vocabulary and grammar will be used alongside with previcusly practiced/learned material.
Yes/No and wh. questions about the paragraph

6. Fill in the blanks in the following paragraph with one of the suitable words in the frame below:
My, your, his, her,
have, has
Paragraph with blanks to be filled out.

7. Here is Jane's family tree. It is not complete. Talk to your partner to fill out the missing information. *llustration of Jane's family tree with blanks.*

8. A. Use the questions in the frame (you may add other questions of your own) to find out two things about your colleagues and your teacher's families.

Have you got a large family tree?
Do you have many brothers and sisters?
How many people are there in your family?
Tell me about your mother, father, grandfather, grandmother, etc.
(What is her name, job? Where is he from?)

Write what you have found out in a table like this:

Name	**What I have found out**
Julie	Her father is a professor at ...
Ambrose	His son, John, is 36.

B. Report back to the group about the most interesting things you have found out.

9. Talk to the class about your own family (you might use one of your family photos). Answer the questions you might be asked for clarification.

4. ASSIGNMENTS

a. CONTACT ASSIGNMENT:
Find out about your Host's (or the PC secretary's) family
Deliver the result in speech and in writing

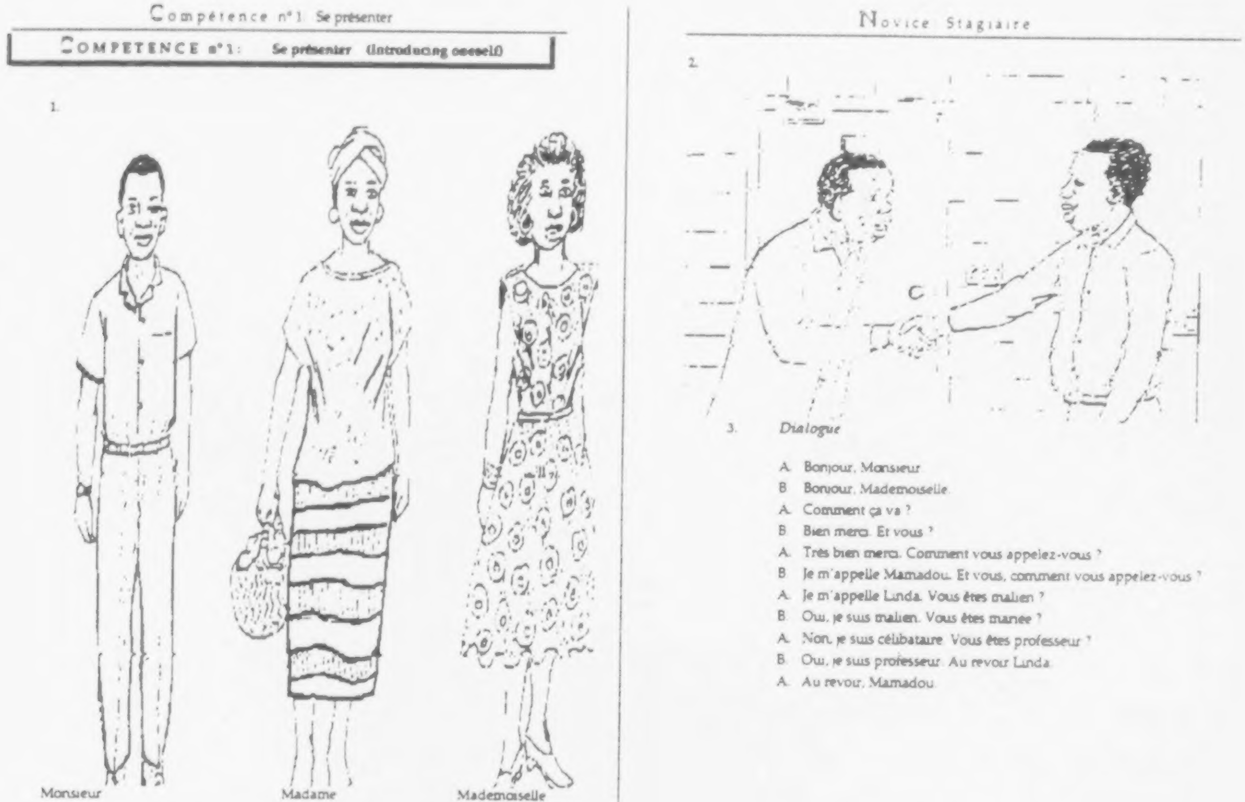
b. Use the information you got in task #8 and devise a "find someone who" warm up for tomorrow's lesson.

c. WRITTEN HOMEWORK:
Two or three short, structured exercises to practice vocabulary, grammar, language functions practiced/produced/used during the lesson.
-fill in blanks with correct form of . .
with missing words (CLOZE)
-ask questions to answers provided
-answer questions
-make sentences using substitution tables

SAMPLES FROM THE FIELD

STUDENT TEXTBOOKS: BEGINNING LEVEL FRENCH FROM FRANCOPHONE AFRICA

This sample lesson is the first unit of the beginning French materials developed for Francophone Africa. It is useful to compare what appears here as the student text, with the sample of the parallel lesson from the teachers' manual, which demonstrates how these particular materials would actually be utilized in a classroom.



Compétence n°1 Se présenter

COMPETENCE n°1: Se présenter (Introducing oneself)

1.

Monsieur
Madame
Mademoiselle

Novice Stagiaire

2.

3. *Dialogue*

A. Bonjour, Monsieur.
B. Bonjour, Mademoiselle.
A. Comment ça va ?
B. Bien merci. Et vous ?
A. Très bien merci. Comment vous appelez-vous ?
B. Je m'appelle Mamadou. Et vous, comment vous appelez-vous ?
A. Je m'appelle Linda. Vous êtes malien ?
B. Oui, je suis malien. Vous êtes mariée ?
A. Non, je suis célibataire. Vous êtes professeur ?
B. Oui, je suis professeur. Au revoir Linda.
A. Au revoir, Mamadou.

4. otes ulturelles

-√ En général, en Afrique on se serre la main pour se saluer.

- *In Africa, people, in general, shake hands to greet each other.*

√ Les façons de saluer: serrer la main, embrasser, s'incliner, faire une génuflexion.

- *Greetings may be done in a variety of manners: shaking hands, kissing, embracing, bowing, genuflecting.*

√ L'Africain attend qu'on lui demande son nom; il ne le donne pas spontanément quand il salue un étranger.

- *The African waits to be asked his name; he does not spontaneously give it when he greets a stranger.*

√ En général, les personnes de sexe opposé ne se posent pas de questions sur leur état-civil.

- *In general, when people of opposite sexes meet, they don't ask each other about their marital status.*

5. VOCABULAIRE

Salutations

Bonjour	Good morning / Hello
Bonsoir	Good afternoon
Monsieur	Mister
Madame	Mrs. / Madam
Mademoiselle	Miss
Comment ça va?	How are you ?
Ca va ?	How are you ?/ How goes it?
Bien	Well/fine
Assez bien	Well enough/Quite well
Très bien	Very good/well

Prise de congé

A bientôt	See you soon
Au revoir	See you
A plus tard	See you later

Titres

professeur	teacher/professor
stagiaire	trainee

Etat-civil

célibataire	bachelor/single
marié (e)	married

Quelques expressions et questions

Comment vous appelez-vous?	What is your name?
D'où êtes-vous?	Where are you from ?
Vous êtes stagiaire?	Are you a trainee ?
Vous êtes américain ?	Are you an American ?

Verbes

Aller	To go
Etre (de)	To be (from)
S'appeler	To be called/named.

Vocabulaire Supplémentaire

6. Verbs "**Etre**" and "**S'appeler**" in the present tense.

être: to be

Je suis	I am
tu es	you are
il/elle est	he/she is
nous sommes	we are
vous êtes	you are
ils/elles sont	they are

S'appeler: to be called

Je m'appelle	I am called
tu t'appelles	you are called
il/elle s'appelle	she/he is called
nous nous appelons	we are called
vous vous appelez	you are called
ils/elles s'appellent	they are called

7.

Pays/countries	Nationalités / nationalities		*traductions*
Mali	malien	malienne	*Malian*
Amérique /Etats-Unis	américain	américaine	*American*
Niger	nigérien	nigérienne	*Nigerian*
Tchad	tchadien	tchadienne	*Chadian*
Congo	congolais	congolaise	*Congolese*
Sénégal	sénégalais	sénégalaise	*Senegalese*
République Centrafricaine	centrafricain	centrafricaine	*Central African*
Guinée	guinéen	guinéenne	*Guinean*
Burkina Faso	burkinabé	burkinabé	*Burkinabe (bey)*
Madagascar	malgache	malgache	*Malagasy*
Côte d'Ivoire	ivoirien	ivoirienne	*Ivoirian*
Bénin	béninois	béninoise	*Beninese*
Mauritanie	mauritanien	mauritanienne	*Mauritanian*
Afrique	africain	africaine	*African*
Zaire	zairois	zaïroise	*Zairian*
Cameroun	camerounais	camerounaise	*Cameroonian*
Gabon	gabonais	gabonaise	*Gabonese*
Togo	togolais	togolaise	*Togolese*
Comores	comorien	comorienne	*Comorian*
France	français	française	*French*
Maroc	marocain	marocaine	*Morrocan*

8. a) Talking about yourself, circle one answer that describes you from each column.

Nationalité	malien	américain	Sénégalais
Profession	stagiaire	professeur	mécanicien
Etat-civil	marié	célibataire	divorcé
Origine	Etats-Unis	Tchad	Cameroun
Titres	Madame	Monsieur	Mademoiselle

☞ When talking about one's profession in French, the article "a" is not used:

I am a teacher. ——> Je suis professeur.
Are you a doctor?——>Vous êtes médecin?

b) Fill in the blanks with the correct word(s):

Je m'appelle ________________.
Vous________professeur?
Je __________américain (e).
______ êtes marié(e)?
Je suis de __________________.

9. APPLICATION / TACHE

Go and find someone. Introduce yourself to the person and then ask his/her name, nationality, profession, marital status....

Ex.: Comment vous appelez-vous ?
Vous êtes marié(e) ?
Vous êtes professeur ?
Vous êtes malien(ne) ?

10.

SELF-EVALUATION

Choose one of the following answers to rate yourself.
I can introduce myself.
yes _______ , not yet ________

I still hesitate when introducing myself.
yes _______ , not yet ________

SAMPLES FROM THE FIELD

STUDENT TEXTBOOKS: SELF-DIRECTED LESSON FROM KIRIBATI

This is a sample lesson was adapted from "Learning Kiribati on You Own." As de-centralized training models become more and more common throughout the Peace Corps world, this kind of self-directed independent learning format will be used increasingly.

LESSON PLANNING

This is a self-study lesson written as a model for Volunteers to use when learning language and culture on their own in their sites.

TEA BREAK AT SCHOOL

Tea time is a great time to expand your language since it happens everyday; you're already a part of the group, and you can observe or participate as much or as little as you choose.

PREPARATION: DECIDE WHAT YOU WANT TO LEARN
Think about tea time at your school. What topics do the teachers talk about? Do they ask you questions in their language or they tend to address you in English? Do you find yourself sitting next to teachers who speak English well rather than sitting with those with lower English ability? What language do you need in order to get your tea? What language do you need to chat with the other teachers?

If you don't already know the following from past experience, observe at tea time for a few days. Notice who talks to whom, the relationships between men and women teachers, where people sit, and what the general routine is. Observe your own role—become aware of who talks to you, what they say to you, what you wish you could say to them that you can't. Think about what you already know. Think about what you will have to do to become more a part of this group of people.

Tea time is a good time to observe without being obvious because you'll also be drinking your tea and eating.

Then choose your objectives based on what you most need. For the purpose of this lesson, let's assume you already know how to request tea-with lots of sugar. What you want to learn now is how to converse with the teachers socially. You'll have to make decisions about what specifically to focus on first; one area you might choose is conversation about the food served at tea time and how to compliment food items brought by other teachers. At school today, during tea time, try not to get very involved in conversations in English or in your new language. You are there to listen and learn.

LEARNING

1. Focus Your Attention

Pay attention to the area you have chosen: complimenting food items. You have decided to listen for food vocabulary, phrases for compliments and other language that is used as tea is served. Listen to the intonation used with compliments. Listen to differences between men and women giving compliments. What is the response to a compliment? Listen for the word order in the statements; compare it to the questions.

2. Comprehend and Remember

Listen to specific aspects of the conversation and use your knowledge of the language and your previous experiences with tea time to make some guesses about unfamiliar expressions and phrases. Look at people's facial expressions when tea is served and try to guess when they are praising the food and the cook. When you hear the phrases that you don't know, try to repeat them silently to yourself and try to remember the food vocabulary that you hear by thinking of the items within categories: learn the things that you put in tea together, remember the new sweets by color or texture. Divide compiments by food/drink/homemade versus store bought items.Get a feeling for the rhythm and melody of the sounds, and make connections in your mind between the sounds and the meaning. Write down what you can remember as soon after tea time as possible or carry around a notebook and get a teacher to help you write the new words and phrases as you hear them.

3. Practice

- ***Begin Creating the Conversation.*** Write down what you want to be able to say and understand, in the form of words, phrases and expressions that you want to use, questions and expected answers, or a dialogue that you think will fit your situation. Go to a dictionary or a phrase list or ask a teacher what she would really say at tea time. Start with what you already know and then consult outside sources.
- ***Listen.*** Listen at other events such as parties or dinners to hear compliments. Add to your list.
- ***Practice saying the words and phrases*** until you can do it easily, without looking at your notes. Play some games with local kids to practice the names of food. Put descriptive adjectives or phrases on cards and match them to certain foods that you like (or dislike). Try out compliments on your neighbor or on the neighborhood kids and look and listen for people's reactions.
- ***Role-play*** the dialogue with a friend, you taking the role of the Volunteer and he or she pretending to be another teacher.

4. Go Out and Do It

At the next tea time, take a deep breath, wait for the appropriate moment, and surprise your colleagues wit your ability to use the language to compliment the food. Don't forget to use the words that you hear--perhaps repeating them after you hear a teacher use them. Focus on simple sentence structure. And use clarification strategies, such as asking someone to speak more slowly or asking for the word for an item you don't know. And reward yourself by having three extra biscuits and an extra spoonful of sugar in your tea.

FOLLOW UP: LEARNING FROM THE EXPERIENCE

1. Think About What Happened.

As soon as possible, write down/think about what happened. Who did you talk to? What was the reaction of the teachers to your attempts at conversation? Make notes of things (perhaps in your language journal) that happened that surprised you in any way, good or bad.

2. Make a List of New Words and Phrases.

Compare your notes with your original phrases. What are the words and expressions you actually heard and used. What did you learn about the language? Start making a list of different ways to compliment (the food).

3. What Did You Learn About the Culture?

What did you learn about the culture of tea time at school? What are the conversation topics? Who talks with whom? What are the male/female relationships?

4. Tell a Friend About Your Experience.

Ask the questions you have about the language and the culture. Decide if you want to do some drills or language games or an additional roleplay. Perhaps you want to record the next tea time and listen to the tape with your friend.

5. What Did You Learn About the Way You Learn?

If you wrote down and practiced a possible dialogue in advance, did it help you or would you prefer to have just a few phrases to get started or do you like to just dive into the situation and do as much as you can on the spot? Are you beginning to identify language areas where you need more practice? What can you do to get this practice? How did you remember your new vocabulary?

5. Plan Another Lesson.

Now you are ready for your next tea time and perhaps for a new topic of conversation.

6. Possible Next Steps:

- Record the tea-time conversation (make sure it's all right with the other teachers) to listen to later. Listen to the tape, repeating after the phrases and trying to figure out the meaning. Then try some of the new words and expressions the next day.
- Practice the language involved in polite passing of food items and requesting items with a friend the day before—by role playing, for example. Do the same with compliments and comments about the food that are appropriate in this situation.
- Tea time is a great opportunity to listen to small talk. Look for topics you can use to plan other self-study lessons. For example, how about a lesson for yourself based on talking about the students. Learn the words and expressions the other teachers use to describe the students' work habits and intelligence, and their feelings toward them. Or learn to talk about the weather, next weekend's social events at the village meeting center or the party last weekend.

THINGS TO THINK ABOUT

STUDENT WORKBOOKS: QUESTIONS TO ASK BEFORE YOU BEGIN DEVELOPMENT

Student workbooks can be used in a number of different ways, and for a number of different purposes. The scope and design of such materials will therefore vary widely. Language Coordinators from ECAM countries have compiled some basic questions that you need to decide before you begin the student workbook development process.

WHEN ARE THE MATERIALS TO BE USED?

There are two different times in the language learning process when there might be a need for student workbooks.

- Workbooks can be designed to use **during PST** in connection with other teaching materials, such as your student textbook.
- They can also be designed for Volunteers to use **after PST** to promote continued language learning, and provide some structure for working with a tutor.

WHAT PURPOSE DO THE MATERIALS PLAY IN YOUR INSTRUCTIONAL PROGRAM?

Workbooks designed for use during PST can also serve different purposes. You may want a collection of additional practice activities to be used in connection with your student text. Such workbooks would contain the homework, contact assignments and additional reading and study materials that you expect Trainees to study each day after their regular classes. Such workbooks would not necessarily need answer keys, since the expectation is that the teacher would go over such activities in class or as homework. This style of workbook also adapts well to being in the form of separate individual handouts that are distributed by the teacher as a follow-up to a specific lesson.

PST workbooks can also be designed to provide supplementary information that can be used voluntarily for self-study by more-motivated or more-advanced Trainees, or to present information in ways that appeal to different learning styles. Such workbooks might contain additional information on grammar, readings, or cultural information in the target language that Trainees could work through at their own pace. This kind of workbook should ideally have features that promote self-directed study, such as answer keys to the exercises, and indexes and should probably be a single set of bound materials.

HOW ARE THE MATERIALS TO BE USED: SELF-STUDY OR WITH A TUTOR?

As suggested above, workbooks designed for use after PST can be designed for self-study or for use with a tutor or language informant at the Volunteer's site. Materials that are designed to be used with a tutor might have a substantially different format from those that are designed to be used as part of your language program (either in connection with PST or as a follow-up). The information in this section focuses primarily on developing workbooks to be used in connection with your language program. A fuller discussion of tutor materials can be found in Section 7 (Ongoing Language Learning) of this Resource Kit.

WHAT SKILLS DO YOU WANT TO STRESS?

Communicative language teaching tends to focus on productive skills and specific communicative competencies. The emphasis is often on speaking and listening, with reading and writing taking a more secondary role. Workbooks might be used to focus on more receptive skills, or on literacy. This is particularly true for languages that use non-Roman alphabets. With a limited amount of time for language training, you will probably want to spend valuable class time on productive competency, with more time being given to language practice and use, rather than to explanations about the language. This means that your workbook might need to focus more on the issues NOT covered in your day to day materials and lesson plans. Workbooks are also a good format for providing information for learners whose learning style is more analytical.

WHAT IS THE DEVELOPMENT PROCESS?

As with any materials development, there are some basic logistical considerations that you need to think about. ECAM Language Coordinators have identified these questions to consider as a preliminary step in your development process:

- Is there a need for a workbook or additional exercises that supplement the daily lesson? Why or why not?
- How is your post creating additional exercises to supplement the daily lesson? Who is doing the work? Is it for extra pay or is it a part of the teaching load? Do teachers develop and share materials? Describe how it is done at your post.
- In what form are the additional exercise: loose sheets, loose sheets and 3-ring binder or a single bound volume?
- Is creating additional material part of the Language Coordinator's job at your post?

HOW TO DO IT

STUDENT WORKBOOKS: SUGGESTED ACTIVITIES

Many of the same kinds of exercises and activities that are used in student textbooks are also appropriate for student workbook formats. Language Coordinators from ECAM identified different elements that could be included in workbooks and different kinds of exercise types that could be used with those texts. While their recommendations are organized by skill area in the areas of grammar, listening, reading and writing, you may choose to organize your workbook to address all four skill areas in a single competency. *(Items marked with a * would probably be more appropriate for workbooks that are designed to be used with a tutor, rather than workbooks with a self-correcting answer key.)*

GRAMMAR EXPLANATIONS AND PRACTICE EXERCISES

GRAMMATICAL EXPLANATIONS

Explanations should be in simple language that concentrate on one structural difference at a time. Each explanation should be illustrated by three to five example patterns.

STRUCTURED EXERCISES AND ACTIVITIES (SEQUENCE VARIES WITH LANGUAGE)

- Put in correct form according to the pattern /verbs, nouns, adjectives, pronouns, etc.
- Choose the correct form given in brackets, e.g. out of 3 forms.
- Scrambled sentences--put sentences in correct order.
- Change certain words into given tense or number .
- Develop sentences according to cues; e.g. Usually I cook myself. And yesterday?-cue/my mother--*Yesterday my mother cooked.*
- Ask questions about underlined words.
- Connect sentences with a conjunction.
- Match given adverbs and verbs; adjectives and nouns; pronouns and verbs, according to the endings.
- Cloze exercises; filling in missing words; e.g. prepositions, adjectives, verbs.
- Describe a given family tree using possessive adjectives.
- Answer the questions according to the given map, explaining location, directions, etc.

UNSTRUCTURED PRACTICE ACTIVITIES

- Read a given story. Select all nouns/adjectives, or verbs, etc./ Change their number/degree of comparison, tense, etc.
- Retell a story in a different tense.

- Describe what you did yesterday in 7 sentences then do the same about today or tomorrow.
- Make up questions about the text or picture.
- Complete sentences.
- Finish a story, using directions, adjectives, etc.
- Write 4-7 sentences describing the picture, using a certain grammar structures.
- Generate sentences from basic words.
- Make up a situation or context for a given sentence that explains or illustrates why that particular tense was chosen.
- More creative exercises for free practice: answering the questions according to a map or picture; make up a story using certain grammar phenomenon; analyze a given situation as a detective; speak about your dream using subjunctive mood etc.

PUBLISHED SOURCES OF USEFUL EXERCISES

(REMEMBER COPYRIGHT RESTRICTIONS)

Grammar Practice Activities, Penny Ur., (Cambridge Handbooks for Language Teachers.)
Teaching Grammar , Marianne Celce Murcia, (Oxford University Press).
Teaching and Learning Grammar , Jeremy Harmer, (Longman)
Grammar Work (1-4) ,Pamela Breyer. (Prentice Hall Regent)
Take 5: Games and Activities for the Language Learner, M. Carrier and the Centre for British Teachers. (Harrap.)
Grammar in Action , C. Frank (Pergamon)
Keep Talking , F. Klippel (Cambridge Univ. Press)
Grammar Games , M. Riccoluchi M. (Cambridge Univ. Press)
Active Grammar , W. Bald and D Cobb. (Longman)
Ways to Grammar by Sheperd. (Macmillan)
Grammar Practice for Intermediate Students, , S. Elsworth and E. Walter, (Longman)
Grammar in Practice 1 and 2 , Seidl, (Oxford Univ. Press)
Elementary Grammar Workbooks #1,2,3 , M. Higgins (Longman)
Grammar Dimensions: Form, Meaning, and Use Diane Larsen-Freeman (ed.). (Heinle & Heinle)

LISTENING TAPES AND SAMPLE ACTIVITIES

POSSIBLE CONTENT:	**POSSIBLE PRACTICE ACTIVITIES:**
DIFFICULT PRONUNCIATION: LETTERS, COMBINATIONS OF LETTERS (CLUSTERS), MINIMAL PAIRS	• Identify letters and circle or point to the correct one. • Fill in the missing letters (you hear and it wasn't in the list given in the exercises). • Match. • Listen/Repeat.
WORDS/NUMBERS	• Circle the appropriate word, number. • Match a word to a picture.
RADIO/TV WEATHER BROADCASTS	• Match Country and its forecast. • Identify the correct country.

PRICES OF FRUITS/ VEGETABLES/ CLOTHES, ETC.	• Circle the right price. • Write the price under the corresponding item. • Match the price to the item.
RADIO AND TV ADVERTISEMENTS	• Identify the subject of advertisement. • Go to the supermarket and check the price.
ANNOUNCEMENTS ABOUT TRAIN/ BUS/ AIR ARRIVALS & DEPARTURES	• Find out the number of the route. • Complete the statement e.g. X Airline ...announces the departure of flight...
SHORT DIALOGUES:	
A) CHILDREN/ OLD PEOPLE/ YOUNG PEOPLE	• Identify the age of the person and underline. * Discuss the topic. • Choose some specific expressions (e.g. from a list.)
B) MARKET SITUATION: BARGAINING FOR A LOWER PRICE	• Identify the price. • Identify the problem (maybe the customer doesn't like the quality and wants to get the money back). • Describe the manner of their conversation (rude, angry, impolite or polite). • Identify some specific expressions used in a problematic situation (cultural mode).
C) TELEPHONE CONVERSATION	• Explain the topic of their conversation. • How does the telephone conversation start/end? • Complete some lines from the dialogue. * Take a message.
D) TWO FRIENDS THAT WENT TO DIFFERENT SHOPS FOR DIFFERENT ITEMS	• Listen and match the name of the shop to the item. • Think if it's appropriate to buy that at that kind of shop.
WELL KNOWN SONGS, POEMS, TONGUE TWISTERS, AND FAIRY TALES	• Think/share info. completing the exercises. * Give your creative version of translation. • Try to sing or reproduce what you've heard.
CONFERENCE OR MEETING CONCERNING DIFFERENT TOPICS (LIKE ENVIRONMENT, HEALTH, ETC.)	• Identify the topic and the goals/objectives. * Write the main ideas. * Think about /share your idea.
VIDEOTAPES WITH FILMS/CARTOONS	* Discuss and think about the title, ideas and cultural things (e.g. how people greet each other or decline something politely, etc.) * Give a short summary. * Suggest someone to see this film and give reasons.
AN INTERESTING AND MYSTERIOUS STORY THAT ENDS ALL OF A SUDDEN	* Write the end of it. • True or False Statement. • Identify some synonyms, antonyms from 2 columns.

LISTENING TEST (LIKE TOEFL)

- Match correct answer.
- Choose correct answer.

COMMANDS AND INSTRUCTIONS

- Draw following the instructions and what have you got?
- Follow the commands on a recipe and what dish have you got?

SPEECH BY A TRAVELER WHO VISITED DIFFERENT COUNTRIES

- You have the map, find the places and put them on it.

VERBAL DESCRIPTIONS

- Listen and complete the circles (one round, the other- oval) by drawing (e.g. blue eyes, red lips. long legs, etc.)
- Characterize those two imaginary persons, guessing who they are and their character.

PUBLISHED SOURCES OF USEFUL EXERCISES

(REMEMBER COPYRIGHT RESTRICTIONS)

Listen For It, Jack Richards, Deborah Gordon, Andrew Harper, (Oxford Univ. Press)
Listen First, Jayne Adelson-Goldstein, (Oxford Univ. Press)

READING PASSAGES AND SAMPLE ACTIVITIES

TYPES OF TEXTS

- stories:
  - problem solving
  - critical incidents
  - with parts missing (the middle, the end, etc.)
  - with pictures instead of some words
- dialog/ polylog (3 or more participants)
- newspaper articles
- jokes
- poems (nursery rhymes, etc.)
- tongue twisters
- proverbs/sayings
- famous quotations
- signs/maps/forms/recipes
- games (crossword puzzles, memory games, etc.)

EXERCISES

- Read...and answer the questions.
- Choose the right answer (multiple choice).
- Scan...and check what is true/false (e.g. in the picture).
- Find the answers to the crossword puzzle in the text.
- Complete... (the statement, dialog, story).
- Give a title to the story (express the main idea).
- Read...and think of your solution to the problem.

- Go ask (call) your...(friend) how to manage the situation (critical incidents).
- Read (retell) the story (Use words instead of pictures).
- Paraphrase the story.
- Use the model to tell your own story.
- Read and make a chart to organize the information.
- Find synonyms/antonyms.
- Read...and make a chart to organize the information.
- Match pictures with the text.
- Compare the stories and tell about the differences.

WRITING ACTIVITIES FOR WORKBOOKS

CLOZE EXERCISES	• Fill in missing words (the words are given below). * Fill in missing words(the words are not given)
CROSSWORD PUZZLE	• Write the vocabulary words from today's lesson into this crossword puzzle.
LIFE SKILLS WRITING	* Fill in official forms (telegrams, personal account, blanks, etc.). * Fill in forms according to the given information
PARTIAL DIALOGS	• One part is missing. * Create an original dialog after a model.
STORIES	* creating dialogue from the story * creating story from the dialog * creating story from the key words * creating a story from the pictures, family trees * incomplete stories * answering post cards, letters
JOURNALS	* assigned topics * free writing diary

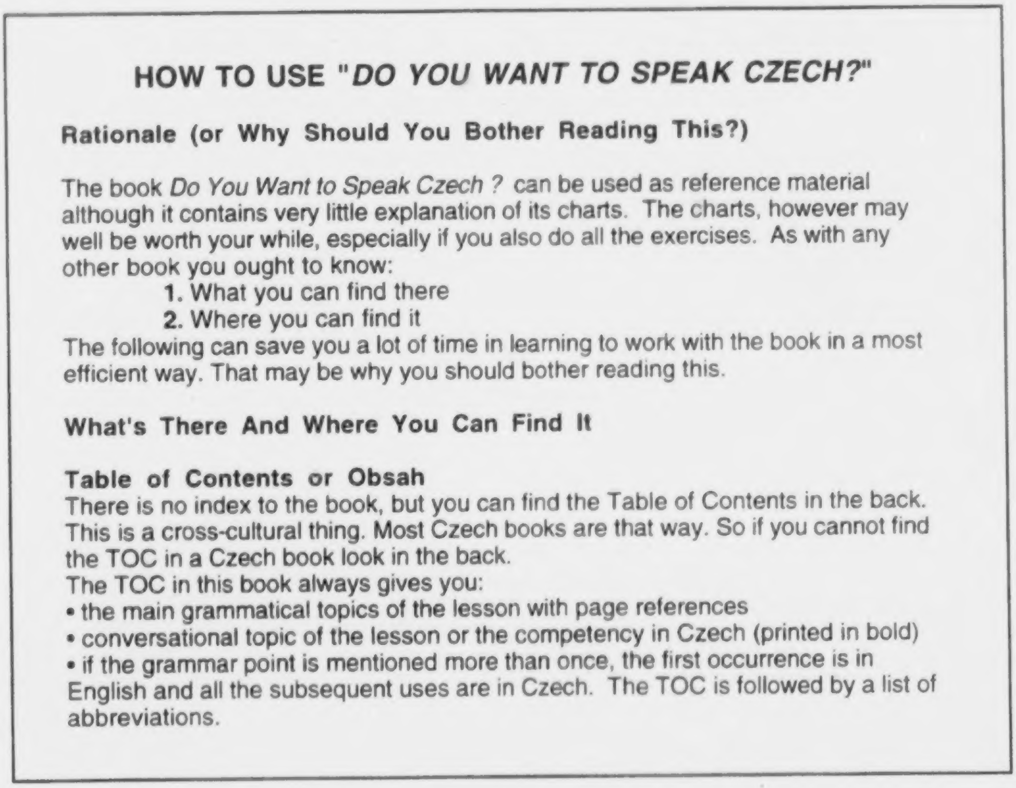
SAMPLES FROM THE FIELD

STUDENT WORKBOOKS

The following samples from the field illustrate different approaches for student workbooks that you may wish to use in your program. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

INTRODUCTION FROM *DO YOU WANT TO SPEAK CZECH?*

This sample consists of the introduction to the student workbook that was developed for Volunteers learning Czech. It not only outlines the general organization and key features of the materials, but gives specific step-by-step suggestions on how to use the materials for individual, self-directed study .



HOW TO USE "*DO YOU WANT TO SPEAK CZECH?*"

Rationale (or Why Should You Bother Reading This?)

The book *Do You Want to Speak Czech ?* can be used as reference material although it contains very little explanation of its charts. The charts, however may well be worth your while, especially if you also do all the exercises. As with any other book you ought to know:

1. What you can find there
2. Where you can find it

The following can save you a lot of time in learning to work with the book in a most efficient way. That may be why you should bother reading this.

What's There And Where You Can Find It

Table of Contents or Obsah
There is no index to the book, but you can find the Table of Contents in the back. This is a cross-cultural thing. Most Czech books are that way. So if you cannot find the TOC in a Czech book look in the back.
The TOC in this book always gives you:
- the main grammatical topics of the lesson with page references
- conversational topic of the lesson or the competency in Czech (printed in bold)
- if the grammar point is mentioned more than once, the first occurrence is in English and all the subsequent uses are in Czech. The TOC is followed by a list of abbreviations.

Grammar
There are many charts and other grammatical devices in the book. They develop progressively the grammatical phenomenon at hand from lesson to lesson.
- Grammar sections are marked with big **Gr**.
- It is first named in English and translated and then it is always used in Czech.
- The grammar is explained by examples translated into English rather than by explicit grammatical descriptions. It is first introduced in one lesson and then built on later.
- You will find the grammatical system summarized in the back of the book in comprehensive charts (pp. 319 - 328)

Exercises
There are several types of exercises in the book, both written and oral. They help you drill grammatical patterns. Exercise in Czech is "CviËenÌ", thus, the exercises in the book are marked with big **Cv**.
- some of these exercises want you to use creatively something you have learned
- many of the exercises are just simple drills to help you memorize the grammatical structure at hand
- oral exercises - MluvnÌ cviËenÌ are at the end of every lesson, and are completely recorded on the tape.

Key to the exercises
There is a key to almost every exercise in the book on pages 329 - 379:
solutions to all "creative" exercises are given
translations are provided for the texts not translated in the book itself
all of the short dialogues in boxes are also translated.

Vocabulary
At the beginning of every lesson there is a list of new words that are used in the lesson
You can find almost any word used throughout the book in a little dictionary in the back of the book
- that dictionary will give you all the grammatical information about the word you need
- you cannot rely on the white dictionary in this respect, and, in fact, on any printed dictionary you can buy in the Czech Republic

Conversational competencies
There are many many useful phrases in every text in the book; they always relate to the main topic of the lesson (printed in bold in the TOC)
There is an example of real life conversation at the end of every lesson;
- these conversations are grammatically a little over your head to get you used to real life language situations
- all of them are recorded on the tapes

Useful phrases for communication
In the back of the book (pp. 308 - 318, What Do We Say) you can find a set of phrases related to basic communicational situations such as: greetings, addressing, wishes, dis/agreement, introductions, apologies, invitation, expressing likes and dislikes, understanding, lack of understanding, surprise, fears, doubts and more.

Pronunciation and Spelling
Compared to English the spelling of Czech is easy. You can find the few rules on pages 19 - 21. All of them are based on examples recorded on the tape.
To practice the most important sound patterns of Czech go over exercises on pages 21 - 23.
- repeat everything aloud many times
- write short dictations to check that you are hearing it right
- if you can record yourself and compare it with the tape it will help you figure out what you may be doing wrong

How You Can Use It
There are many ways to use a textbook. The best I know of is to use it to study, do the exercises, ponder the beauty of the rules of the language, memorize phrases etc. This is the suggested strategy for working with this book.
Find what you want to practice or learn anew. It can be a conversational topic; it can also be a grammatical phenomenon such as accusative, or modal verbs
Do all the exercises:
- listen to the tape first
- write everything down
- give it to someone to check it for you/check it with the key in the back
- try to check the rules given for that lesson with the grammar overview in the back
- ask questions (it's easy to start with the questions)
- do all the mluvnÌ cviËenÌ, again try to record your own speech to help you see how well you're doing

If you do not like the way the rules are outlined in the book you can make your own grammar overview. Make sure that what you deduced makes sense.

List of Conversational Topics in the Book (see the TOC)
- Room
- Mr. Kubt and His Family
- My Day, What Are They Doing
- I Will Go To Prague, Will You Go To Prague Too?
- In Prague, On the Square
- A Visit, The Kub ts Have a Visit
- Where Were You So Long?, What Did I Do Yesterday?
- In a Store: Food, In a Store: Clothes
- In a Kitchen, In a Restaurant
- Seasons, The Weather Was Nice
- Post Office, Letter, Post Card, Telegram, Telephone
- In a Hotel, Vacation
- Body, Doctor, A Healthy Spirit in a Healthy Body
- On a Highway, Fine
- Negotiation, At the Airport

EXCERPTS FROM *DEVELOPING FLUENCY*, THE STUDENT WORKBOOK FROM ROMANIA

This sampie excerpts the various practice activities that were developed for the student workbook in Romania. It is useful to look at the ways that Volunteers are asked to work with the language sample, and compare the exercise types and examples with some of those that were suggested in the previous Overview section. It is also interesting to examine the ways the developers have combined specific grammatical information with practice activities as follow-up.

DEVELOPING FLUENCY

Fluency in terms of communicative ability implies a certain easiness in expressing oneself which is essentially based on using ample, more complex structures. The following exercises aim to reinforce some of the language problems presented and practiced in the grammar section but from a different perspective – The frequent occurrence of a structure in a situation will help you to turn it into a "ready mode" structure that you don't need to think of as independent elements. Another set of exercises will help you to make a leap from independent sentences to complex ones.

1. ***Look at the model:***
ocean / mare / lac ———— adπnc(å)
Oceanul este cel mai adπnc.
Marea este mai adπncå decπt lacul.
Do the same with:
1. metropolå / oraæ / sat ———— mare
2. platinå / aur / argint ———— preœios
3. autostradå / æosea / stradå ———— largå ...

2. ***How many sentences can you write in 5 minutes? Look at the picture, find the room, write a sentence.***

3. ***The picture contains some deliberate mistakes; spot them and explain why you think it is wrong.***
e.g.:• Oamenii nu se uitau la televizor;
televiziunea a apårut aba la mijlocul secolului al XX-lea.
Use the verbal structures: **a apårut**
s-a inventat
s-a descoperit

4. ***PCV Tim L. lives in a very small apartment and he likes it tidy (A). A friend came in town stayed with him; when he left the apartment locked as in (B). Nick places everything back and mumbles:***
- Prosopul trebuie så fie pus în spatele uæii.

There are eight more misplaced objects. Try to find them... and we know you mumble in English, but try in Romanian too; it's so much fun.

5. ***This is PCV Tim's kitchen after a very busy week. Help him by answering the question:***
1. Ce trebuie så facå?
2. Ce a fåcut deja?
3. Ce are de fåcut?

6. ***You are calling on a Saturday morning to talk to the Ionescu family; grandma answers and tells you everyone's whereabouts.***

– Alo, pot så vobesc cu Ana?
– Så våd! Aæteptaœi; nu cred – e în sufragerie æi mânπncå acum.
– Dar cu Toma?
– ....
– Dar cu Vasile?
– ....
– Dar cu Bobiœå?
– ....
...

7. ***Reformulate the sentences in exercise 6 explaining why the people cannot come to speak on the telephone.***
e.g. Nu puteœi vorbi cu Ana pentru cå acum mânπncå.

8. ***Synonymical structures – possible endings. Read the sentence with the suggested endings:***

A	B
Am înœeles problema	(a) imediat (b) fårå nici o dificultate (c) fårå prea multe explicaœii ...

• Which continuations suggest quick undesrtanding of the problem, which imply a longer time taken. Which continuations (B) would make sense with the following beginnings (A).
Write the complete sentences.
– Am rezolvat problema.
– Am venit.
– Te-am chemat.
...

9. ***Read the example and build similar sentences expressing the cause in two different ways as suggested.***
M-am întors repede acaså pentru cå era frig
din cauza frigului
1. Te-ai culcat devreme pentru cå erai obosit.
din cauza ....
2. Nu ai dat telefon ieri pentru cå a fost defect
din cauza ....
...

10. *•Nicoleta pleacå într-o excursie. Unde va pleca æi ce o så facå acolo?*
Write a short story. Say why she is taking these things.

11. ***Read the following sentences. Rewrite them in a paragraph using the conjunctions given in a separate column.***

(a) • ea se reîntoarse în încåpere • Minda îl gåsi pe Medoia aæezat în fotoliu, cu paharul plin • îl privea zπmbind • îi amintea de zilele "bune"	pentru cå pe care cπnd

12. ***In the text below some words were deleted by accident . Can you put them back?***

Într-o searå de la începutul lui iulie 1909, ... puœin înainte de orele zece, un tπnår de vreo optsprezece ani, ... în uniformå de licean, ...în strada Antim, venind dinspre strada Sfinœii Apostoli cu un soi de validå .... mπnå, nu prea mare, dar desigur .... grea, fiindcå, obosit, o trecea des dintr-o .... în alta. Strada era pustie æi întunecatå æi, în ciuda verii, în urma unor ploi generale, ... æi foæmitoare ca o pådure. Într-adevår, toate curœile æi mai ales .... bisericii erau pline de copaci ...., ca de altfel îndeobæte curœile marelui sat ce era atunci capitala. .... scutura, dupå popasuri egale, coamele pomilor, fåcπnd un tumult nevåzut, æi numai întunecarea æi reaprinderea unui lan de stele dådea .... bånuiala cå mari vπrfuri de .... se miæcau pe cer. Tπnårul mergea atent de-a lungul zidurilor, ... acolo unde lumina slabå a felinarelor îngåduia, la numerele caselor. Uniforma neagrå îi era strπnså bine pe talie, ca un veæmπnt militar.

- uitπndu-se
- îmbråcat
- în
- mπnå
- cu
- intra
- foarte
- råcoroaså
- båtrπni
- vπntul
- curtea
- trecåtorului
- copaci

13. ***All the prepositions & conjunctions were omitted from the text below; put them back.***

"Într-o searå, ...(1) el acaså, Marcian socotise durata exactå a concertului Bach. Se întrebase ....(2) era destul ....(3) lung ....(4) importanœa ....(5) care era aæteptat. Fusese decis ....(6) intrarea peste ora ....(7) sala ....(8) muzicå så fie excluså, ca la concertele pulbice; ca lumea så circule numai ....(9) pauze, iar bufetul somptuos ....(10) fie deschis numai la sfπræit."

- dacå
- de
- cu
- în
- la
- pentru
...

14. ***Try to relate a family cultural event that you once took part in. Use the text in ex. 12 as a model and do the same.***

15. ***Fill in with "CINE" or "CARE".***
Roughly speaking you can go by the rule that:

- ***cine = who***
- ***care = whoever/which***

1. __________ rπde la urmå, rπde mai bine.
2. Vorbim cu cel __________ vine mai repede.
3. Întreabå pe __________ vrei.

...

16. When do things happen?

Citeam când a venit. WHEN
în timp ce el spåla maæina. WHILE
pânæ când adormeam. UNTIL

A. ***Fill in the sentences with the appropriate time connector:***
(a) Repara maæina __________ noi priveam leneæ.
__________ obosea.
__________ a sunat telefonul.

B. ***Complete the sentences; try to express things from your everyday life.***
(a) Nu îmi place så fiu întrerupt | cπnd __________
în timp ce __________
pπnå cπnd __________

...

17. Where do things happen?

Îl intπlneam unde îmi spunea WHERE
oriunde mergeam. WHEREVER
L-am întrebat de unde vine.. WHERE FROM

A. ***Fill in the sentences with the appropriate connector:***
(a) Mereu îmi spune __________ så cumpår cπte ceva.
__________ trebuie så må duc.
(b) Ne opream __________ vedeam cu ochii.

...

B. ***Complete the sentences; try to express things from your everyday life.***
(a) Îmi place så må plimb | pe unde __________
oriunde __________

...

18. Why do things happen?

Må scol devreme pentru cæ am serviciul departe. BECAUSE
fiindcæ fac gimnasticå..
cæ nu pot så dorm. AS
Fiindcæ sunt aæa de ocupat, merg rar la operå. SINCE
Fiindcæ nu må pasioneazå muzica clasicå,

A. ***Fill in the sentences with the appropriate connector:***
(a) Mânπnc numai legume fierte, __________ cele crude îmi fac råu.
__________ vreau så slåbesc.
__________ nu ætiu så le gåtesc altfel.

...

B. ***Complete the sentences; try to express things from your everyday life.***
(a) Încå nu vorbesc bine romπneæte | pentru cå __________
fiindcå __________

(b) Nu am înœeles ce aœi spus | pentru cå __________
fiindcå __________

...

19. How do things happen?

Rezolv problema cum pot. HOW
asa cum mi se cere. AS
precum am instrucœiuni.

A. ***Fill in with the appropriate connectors:***
(a) Mereu îmi explicå __________ så må port în diverse situaœii.
__________ îi explici unui copil mic.

B. ***Complete the sentences; try to express things from your daily life.***
(a) Fac salatå de vinete | cum __________
aæa cum __________

THINGS TO THINK ABOUT

GRAMMATICAL INFORMATION: GENERAL CRITERIA

These are some of the issues you need to consider when deciding what and how to present information about the grammar of the language.

PURPOSES OF GRAMMATICAL INFORMATION

The previous section of this manual explained general principles for selecting grammatical information and presenting it in a competency-based curriculum. Review those guidelines as you begin to decide on the format for presenting information. Remember that we are trying to provide learners with tools to remember and extend their ability to accomplish specific competencies; we are not trying to give them a comprehensive linguistic description of how the language is structured.

The basic purpose of providing grammatical information is to:
- allow the learner to make original statements that he or she hasn't necessarily heard from the teacher.
- give the learner some principles that can be applied in a large number of situations.

DIFFERENT FUNCTIONS AND DIFFERENT FORMATS

The kind of grammatical information and the way that you will want to present that information will differ considerably, depending on whether it is to be used as part of a classroom lesson or as supplementary material designed for individual study or review.

1. GRAMMAR IN A CLASS LESSON

For a class lesson, grammatical information should be presented as a **sequence** of small steps that focus on how the grammar differentiates specific meanings. For example, if you are teaching demonstratives (*this, that, these, those*) you might want to present it in the following sequence:

Demonstratives
Teaching Sequence

1) First present and practice differences between singular and plural for near objects (*this/these*);
2) and then for far objects (*that/those*).
3) Next practice differentiating between near and far (*this/that* and *these/those*).
4) Finally, end with practice that requires trainees to correctly distinguish both singular/plural and near/far differences in the same activity.

2. GRAMMAR IN REVIEW AND SELF-STUDY MATERIALS

For review and self-study materials grammatical information should be presented as a **summary** of structures which have already been introduced and practiced in class. Learners must then have an opportunity to extend the information to new situations or combine a number of ways to differentiate meaning in a systematic way.
For example, the sequence of practice activities mentioned above can be summarized in the following way:

Demonstratives
Study Chart

near	far
this	*that*
these	*those*

GRAMMAR IN A COMPETENCY-BASED LESSON

Grammar presentations as part of a competency-based lesson should generally concentrate on only one or two structural differences at a time in a context that shows HOW the grammar differentiates specific meanings. These small "chunks" of information about the language need to be followed by focused classroom activities that explicitly practice these differences one at a time. Some additional principles have been identified by Language Coordinators:

- Teach less about the language, give more patterns and fewer terms.
- Try to teach one point at a time.
- Avoid exceptions if they are not necessary at this point.
- Make exercises culturally relevant
- Use authentic language in life situations.
- Add many visuals, pictures, drawings.
- No generalization without application. Just presenting the information without following it first with structured meaningful practice and then with opportunities to apply the information in authentic communication is a waste of time.

The challenge to materials developers in this context is to **analyze** the language: break the grammar down into small steps, and to think of authentic contexts for practicing each step.

GRAMMAR FOR SELF-STUDY OR REVIEW

It is important to remember that grammar information in self-study or review materials **still needs to be followed by the same kinds of practice activities that appear in textbooks or lesson plans**. But the information itself can be presented in a much more concise or comprehensive way.

In this context, grammar can be considered as a framework for integrating a number of different distinctions about meaning (such as *singular/ plural* and *near/ far*, from our example about demonstratives) that have already been individually presented and practiced.
Common formats for this kind of information are typically what we think of as "grammar": charts of different forms like verb tenses or pronouns and the like. These summary charts for review can serve as very useful language learning tools, but only after there has been practice with meaningful contexts. Merely presenting a chart of information will never make a learner proficient in communication.

The challenge to materials developers in this context is to **synthesize** the language and generalize the ways that different areas of meaning are communicated in a concise yet comprehensive way. In the following example, the chart shows how regular English verb forms change for all tenses. Learners can use such information to extend their ability to correctly use new regular verbs as they learn them. But the knowledge of how and when to use a particular tense must still be explicitly taught and practiced in a logical and sequential way. Such a chart can be help learners remember and expand language patterns to new situations, but it doesn't provide information about **how** and **why** such patterns are used. This method of presenting grammatical information can be quite useful to summarize language principles, but cannot substitute for systematic and well-sequenced introduce and explain language at first.

The English Verb System

	Simple Aspect	**Progressive Aspect**	**Perfect Aspect**	**Perfect Progressive Aspect**
Present Time	I/you/we/they **study** he/she/it **studies**	I **am studying** you/we/they **are studying** he/she/it **is studying**	I/you/we/they **have studied** he/she/it **has studied**	I/you/we/they **have been studying** he/she/it **has been studying**
Past Time	**studied**	I **was studying** you/we/they **were studying** he/she/it **was studying**	**had studied**	**had been studying**
Future Time	**will study**	**will be studying**	**will have studied**	**will have been studying**

GRAMMAR AND LEARNING STYLES

Remember that people learn languages differently and utilize grammatical information in quite different ways. Analytical learners will need the kind of summary information that charts provide, and when these aren't provided, they may try to create their own as a way to incorporate and remember all the new information they're receiving about the language. Active learners may need to have many opportunities to produce the meaning distinctions before they can appreciate and assimilate the information in grammar summaries. So it's important to provide materials for both kinds of learners.

SAMPLES FROM THE FIELD

GRAMMAR FORMATS: FRANCOPHONE AFRICA FRENCH MATERIALS

The following samples from the field illustrate different approaches for providing information about grammar that you may wish to use in your program.

This excerpt shows how grammatical information about the future tense is summarized and integrated into a lesson on buying and ordering clothing. The lesson plan calls for the teacher to summarize the information at the end of the class, and it is followed by written exercises for the students to do at home, or orally in class. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

Compétence n° 22: Faire confectionner un habit.

5. *Le Futur simple*

The simple future tense is formed by taking the **infinitive** as the stem and adding the following endings:

-ai, -as, -a, -ons, -ez, -ont

For infinitives ending in RE, drop the last E before adding the endings.

Note 1. Therefore, the future stems always end in R".

2. The endings are the same as the present tense of "AVOIR" except that the"AV-" in the first and second persons plural has been eliminated:

Parler (to speak/talk)	Aller (to go)	Finir (to finish)
je parlerai	j'irai	je finirai
tu parleras	tu iras	tu finiras
il parlera	il ira	il finira
nous parlerons	nous irons	nous finirons
vous parlerez	vous irez	vous finirez
ellesparleront	elles iront	ellesfiniront

Etre (to be)	Rendre (to give back/return)
je serai	je rendrai
tu seras	tu rendras
il sera	il rendra
nous serons	nous rendrons
vous serez	vous rendrez
elles seront	elles rendront

There are a number of verbs with **irregular stems** in the future, but all the endings remain regular.

avoir = aur - (to have).
savoir = saur - (to know(how)).
être = ser - (to be).
aller = ir - (to go).
faire = fer -(to do, to make).

voir = verr - (to see).
envoyer = enverr - (to send).
mourir = mourr -(to die).

courir = courr -(to run, to race).

pouvoir = pourr - (to be able,can).
venir = viendr -(to come).
tenir = tiendr - (to hold, to get).
recevoir = recevr - (to receive, to get).
devoir = devr -(to have to, must/should/owe).
pleuvoir = pleuvr - (to rain).
vouloir = voudr - (to want).
valoir = vaudr - (to be worth, to be equal , to deserve, to merit).
falloir = faudr - (to be necessary, must, to need to ...)

Note.: "-er" verbs have a spelling change before a mute "e" in the present (e.g., payer —> je paie;

appeler —> j'appelle;

acheter —> j'achète)

make this change in the future also since the last "e" is mute when it is part of the future stem : Je paierai; j'appellerai; j'achèterai, etc.

THE FUTURE IS USED :

1. To express an action or state that **will** happen or exist.

2. After quand, lorsque, dès que and aussitôt que when **you mean the future** : Quand il arrivera, nous dînerons. (He's not here yet.) Je vous l'expliquerai, dès que je le comprendrai.(I don't understand yet). Note that, in French, the verbs in both clauses are in the future.

3. In conditional sentences (type 1) when the "if " clause is in the present, the resulting one is in the future. (same in English)

Si vous étudiez, vous réussirez.

6. Exercices

a) Change the following sentences from present tense to the future tense.

1. Je suis en ville pour retirer mon boubou. ______________________

SAMPLES FROM THE FIELD

GRAMMAR FORMATS: ROMANIA STUDENT WORKBOOK

This excerpt of chapter from the student workbook for Romanian shows how practice activities can be focused on a particular part of speech, in this case verb tenses. Notice how the grammatical information is broken up by conjugation types and students are asked to complete the summary charts themselves based on the examples already provided. A key of correct answers to the practice activities has been provided at the end of the unit so students can correct their answers themselves. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

L4/The Verb
(Verbul)

A.Timpul Indicativ Prezent

Romanian verbs fall into four main groups, according to their endings in the infinitive. Verbs belonging to one group are conjugated very much in the same way :

I. Put the following verbs into the boxes corresponding to their endings :

Verbs ending in :			
I - ' a '	**II - ' ea '**	**III - ' e '**	**IV - ' i / î '**
a întreba (to ask a question)	a vedea (to see)	a deschide (to open)	a ieæi (to go out) a coborî (to get off / down)
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

•	•	•	•
•	•	•	•

a) a intra (to go in);
b) a veni (to come);
c) a închide (to close);
d) a merge (to go, to walk);
m) a råspunde (to answer);

e) a bea (to drink);
f) a spune (to tell, to say)
g) a vorbi (to speak);
h) a cumpåra (to buy);
n) a lucra (to work);

i) a cere (to ask for);
;j) a crede (to believe);
k) a costa (to cost);
l) a face (to do , to make)
o) a citi (to read).

This is how the verbs in **the first group** are conjugated in ***the Present Tense*** :

The 1st Group

	SUBGROUP A		**SUBGROUP B**
	A întreba (To Ask)	A intra (To Go In)	A Lucra (To Work)
EU	întreb	intru	lucr**e**z
TU	întreb**i**	intr**i**	lucr**ez**i
EL/EA	întreab**Â**	intr**Â**	lucr**eaz**Â
NOI	întrebâ**m**	intrâ**m**	lucr**âm**
VOI	întreba**œi**	intra**œi**	lucr**aœi**
EI/ELE	întreab**Â**	intr**Â**	lucr**eaz**Â

Endings for the 1st Group

	SUBGROUP A		**SUBGROUP B**
EU	- Ø	- u	*- ez*
TU	- i		*- ez + i*
EL/EA	- Â		*- eaz + Â*
NOI	- m		
VOI	- œi		
EI/ELE	- Â		*- eaz + Â*

II. **Conjugate the following verbs :**

SUBGROUP A :- a alerga repede ;- a cÂnta frumos ;- a juca baseball

	A alerga repede (to run fast)	A cÂnta frumos (to sing beautifully)	A juca baseball (to play baseball);
EU			
TU			
EL/EA			
NOI			
VOI			
EI/ELE			

SUBGROUP B:- a desena bine ;- a picta în ulei ;- a cerceta

	A desena bine (to draw well)	A picta în ulei (to paint in oil)	A cerceta (to do research work).
EU			
TU			
EL/EA			
NOI			
VOI			
EI/ELE			

III. **a)** Fill in the blanks with the corresponding pronouns :

1) __________ vedem un meci interesant.
2) __________ våd un film bun.

b) **Fill in the blanks with the corresponding forms of the verbs :** **a vedea; a bea; a apårea.**

1) Soarele (the sun) __________ în Est.
(a apårea)

2) Noi __________ multe locuri noi(new places).
(a vedea)

IV. **Conjugate the following verbs :**

V. **Change the following sentences** so that the verb corresponds to the new subject ;

1) Eu **deschid** televizorul.

e.g.

Maria **deschide** televizorul a).

Noi ______________________________ b).

VII. **Match the words in Column A with those in Column B :**

A	**B**
1) Eu	a) veniœi la œcoalÂ la ora 5.
2) Tu	b) suie în tren.
3) Dan	c) soseœte laora 5.

VIII. **From among the three choices provided, choose the correct form and underline it.:**

1. Când soseœte / sosesc / sosim Dan ?
2. Unde lucrez / lucrezi / lucraœi (voi) ?

The '**Prezent Indicativ** ' tense is used to express :
a) activities going on at the moment of speech;
b) habitual, repeated permanent activities.

e.g.

a) (eu) **Lucrez** acum . / **I am working** now.
b) (eu) **Lucrez** opt ore în fiecare zi . / **I work** eight hours every day.

IX. **Translate the following sentences into English :**

1. Ioana este la piaœÂ œi cumpårÂ cartofi.

____

2. - Unde mergi ?
...

•The Verb (Key)•

I. Group I: a, h, k, n;
II: e;
etc.

SAMPLES FROM THE FIELD

GRAMMAR FORMATS: MOLDOVA ENGLISH GRAMMAR SUMMARY

This sample was actually developed for TEFL PCVs as a summary of the major grammatical categories of English. It serves as an example of how grammar summaries are more useful to explain language rather than teach it. As with many grammar summary charts, it presupposes a fluency in the language. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

A BIRD'S-EYE VIEW OF ENGLISH GRAMMAR

SENTENCE

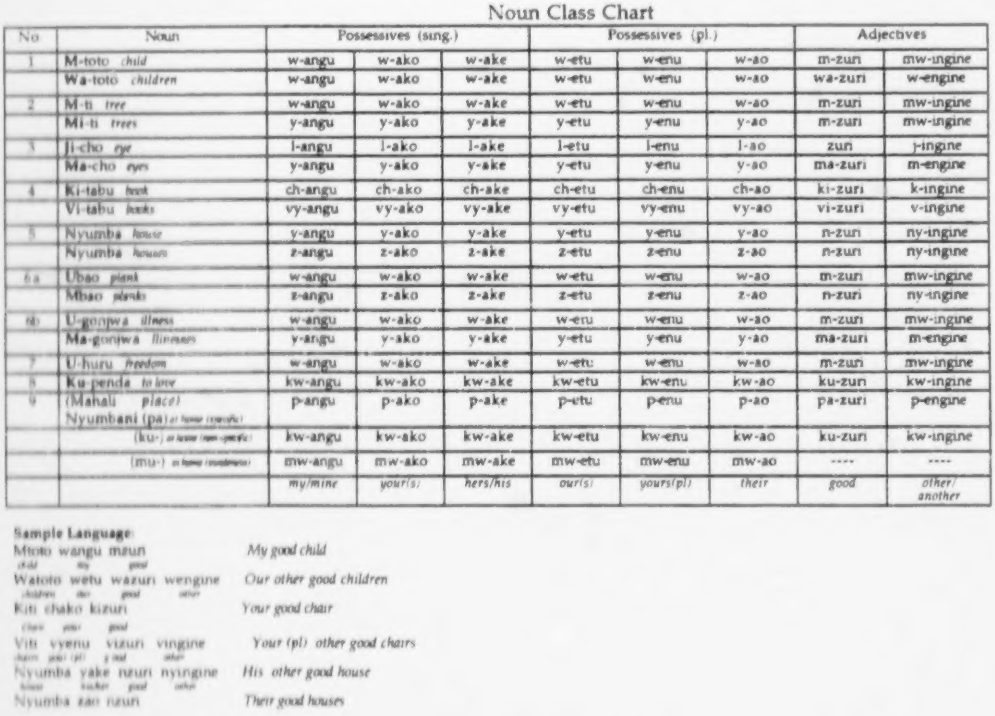
NOUN PHRASE VERB PHRASE

DETERMINER	(PRE-MODIFIER)	"NOUN"	(POST-MODIFIER)	AUXILIARY	VERB	(COMPLEMENT)	
						OBJECTS	ADVERB/ ADJECTIVE
articles (a/an/the/ø) **demonstratives** (this.that/ these/those) **possessives** (my/your/etc) **quantifiers** (some/many/ few/lots of, etc)	**adjectives** (good, bad etc) **participles** (confusing/ interested, etc.) **nouns** (university/ hospital/ English, etc)	**count/non-count** (pencil/ money, etc.) **pronoun** (subject/demonstratitive/ possessive) (I, this, mine) **gerund** (swimming, etc.) **infinitive** (to dream, etc.) **noun clause** (that Lyle is from the South), etc.	**prepositional phrases** (on the bus, etc.) **relative clauses** (that lives in Moldova, etc.) **participials** (seduced by pirates, etc.) **appositives** (another NP)	**be/do/ -s modals** **statement/ question** **affirmative/ negative** **singular/ plural** **active/ passive** **"TENSE" time frame** (present/past/future) **aspect** (simple/ progressive/ perfect) **HYPOTHETICAL/ subjunctive**	**regular/ irregular** (studied/ went/gone) **transitive** (hit, etc.) **intransitive** (vanish, etc.) **linking** (be, become, seem, etc.) **two-word verbs** **separable** (look over) **inseparable** (look for)	**indirect** (gave him the book) **direct another NP:** **noun/ pronoun** (Bob/him/ himself) **gerund/ infinitive** (your leaving so soon, etc. for John to do his job, etc) **clause** (that Paxton plays the piano, etc.)	**words** (quickly/ asleep) **phrases** (for the purpose of studying, the best little boy in the world, etc) **clauses** (since he was quite drunk, the meanest gunman that ever rode the west)

SAMPLES FROM THE FIELD

GRAMMAR FORMATS: KISWAHILI NOUN CLASS AND VERB FORM SUMMARY CHARTS

This sample was actually developed by Peace Corps Tanzania as a summary of the major grammatical categories of Kiswahili. It serves as an example of how grammar summaries are more useful to explain language rather than teach it. As with many grammar summary charts, it presupposes a communicative fluency in the language. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.



Noun Class Chart

No.	Noun	Possessives (sing.)			Possessives (pl.)			Adjectives	
1	**M-toto** *child*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	m-zuri	mw-ingine
	Wa-toto *children*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	wa-zuri	w-engine
2	**M-ti** *tree*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	m-zuri	mw-ingine
	Mi-ti *trees*	y-angu	y-ako	y-ake	y-etu	y-enu	y-ao	m-zuri	mw-ingine
3	**Ji-cho** *eye*	l-angu	l-ako	l-ake	l-etu	l-enu	l-ao	zuri	j-ingine
	Ma-cho *eyes*	y-angu	y-ako	y-ake	y-etu	y-enu	y-ao	ma-zuri	m-engine
4	**Ki-tabu** *book*	ch-angu	ch-ako	ch-ake	ch-etu	ch-enu	ch-ao	ki-zuri	k-ingine
	Vi-tabu *books*	vy-angu	vy-ako	vy-ake	vy-etu	vy-enu	vy-ao	vi-zuri	v-ingine
5	**Nyumba** *house*	y-angu	y-ako	y-ake	y-etu	y-enu	y-ao	n-zuri	ny-ingine
	Nyumba *houses*	z-angu	z-ako	z-ake	z-etu	z-enu	z-ao	n-zuri	ny-ingine
6a	**Ubao** *plank*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	m-zuri	mw-ingine
	Mbao *planks*	z-angu	z-ako	z-ake	z-etu	z-enu	z-ao	n-zuri	ny-ingine
6b	**U-gonjwa** *illness*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	m-zuri	mw-ingine
	Ma-gonjwa *illnesses*	y-angu	y-ako	y-ake	y-etu	y-enu	y-ao	ma-zuri	m-engine
7	**U-huru** *freedom*	w-angu	w-ako	w-ake	w-etu	w-enu	w-ao	m-zuri	mw-ingine
8	**Ku-penda** *to love*	kw-angu	kw-ako	kw-ake	kw-etu	kw-enu	kw-ao	ku-zuri	kw-ingine
9	(Mahali *place*) **Nyumbani (pa)** *at home (specific)*	p-angu	p-ako	p-ake	p-etu	p-enu	p-ao	pa-zuri	p-engine
	(ku-) *at home (non-specific)*	kw-angu	kw-ako	kw-ake	kw-etu	kw-enu	kw-ao	ku-zuri	kw-ingine
	(mu-) *at home (inside)*	mw-angu	mw-ako	mw-ake	mw-etu	mw-enu	mw-ao	----	----
		my/mine	*your(s)*	*hers/his*	*our(s)*	*yours(pl)*	*their*	*good*	*other/ another*

Sample Language:

Mtoto wangu mzuri *child my good*	*My good child*
Watoto wetu wazuri wengine *children our good other*	*Our other good children*
Kiti chako kizuri *chair your good*	*Your good chair*
Viti vyenu vizuri vingine *chairs your (pl) good other*	*Your (pl) other good chairs*
Nyumba yake nzuri nyingine *house his/her good other*	*His other good house*
Nyumba zao nzuri	*Their good houses*

Noun Class Chart (Continued)

No.	Noun	Demonstratives *this*	 *that*	 *that (over there)*	-pi? *which*	-ngapi? *how many?*	-enye *having/with*	-a *of*
1	**Mw-anafunzi** *pupil*	huyu	huyo	yule	yupi	-	mw-enye	w-a
	Wa-anafunzi *pupils*	hawa	hao	wale	wepi	wangapi	w-eny-e	w-a
2	**M-ti** *tree*	huu	huo	ule	upi	-	w-enye	w-a
	Mi-ti *trees*	hii	hiyo	ile	ipi	mingapi	y-enye	y-a
3	**Ji-cho** *eye*	hili	hilo	lile	lipi	-	l-enye	l-a
	Ma-cho *eyes*	h'aya	hayo	yale	yapi	mangapi	y-enye	y-a
4	**Ki-tabu** *book*	hiki	hicho	kile	kipi	-	ch-enye	ch-a
	Vi-tabu *books*	hivi	hivyo	vile	vipi	vingapi	vy-enye	vy-a
5	**Nyumba** *house*	hii	hiyo	ile	ipi	-	y-enye	y-a
	Nyumba *houses*	hizi	hizo	zile	zipi	ngapi	z-enye	z-a
6a	**U-bao** *plank*	huu	huo	ule	upi	-	w-enye	w-a
	M-bao *planks*	hizi	higo	zile	zipi	ngapi	z-enye	z-a
6b	**U-gonjwa** *illness*	huu	huo	ule	upi	-	w-enye	w-a
	Ma-gonjwa *illnesses*	haya	hayo	yale	yapi	mangapi	y-enye	y-a
7	**U-huru** *freedom*	huu	huo	ule	upi	-	w-enye	w-a
8	**Ku-penda** *to love*	huku	huko	kule	kupi	-	kw-enye	kw-a
9	(**Mahali** *place*) **Nyumba-ni (pa**) *at home (specific)*	hapa *here*	hapo *there*	pale *there (over there)*	papi	pangapi	p-enye	p-a
	(**ku-**) *at home (non-specific)*	huku	huko	kule	kupi	-	kw-enye	kw-a
	(**mu-**) *in home (inside-area)*	humu	humo	mule	-	-	-	-

Sample sentences:

Mtoto wa mwalimu wa Kiingereza ni yupi? *Which one is the English teacher's child?*
child of teacher of English is which
Wanafunzi wenye vitabu vya historia ni wangapi? *How many pupils have history books?*
Pupils with books of history are how many
Kitabu hiki ni cha mwalimu yule? *Does this book belong to that teacher?*
book this is of teacher that
Vitabu vya mwalimu yule ni vingapi? *How many are that teacher's books?*
books of teacher that are how many
Nyumba ile yenye milango ya mbao ina madirisha mangapi? *How many windows does that house with plank doors have?*
house that having doors of planks has windows how many
Nyumba zile zenye milango ya mbao zina madirisha mangapi? *How many windows do those houses with plank doors have?*
houses those having doors of planks have windows how many
Mahali pale penye watoto wengi ni nyumbani pangu *That place over there with many children is my home*
place there having children many is home my

Verbal Construction Chart

No	Noun	Verbal Construction					
		Subject Marker	Tense Marker	Relative Marker	Object Marker	Verb Root	Suffix(es)
1	**M-toto**	a *he/she*	li *past*	ye	m *her/him*	pig *hit*	-a
	Wa-toto	wa *they*	na *present*	o	-----	pend *like/love*	-an-a *recipr**
2	**M-ti**	u *it*	li	o	u *it*	anguk *fall*	-i-a *prep**
	Mi-ti	i *they*	li	yo	zi *them*	anguk	-i-a
4	**Ki-tabu**	ki *it*	taka *future*	cho	-----	andik *write*	-w-a *passive*
	Vi-tabu	vi *they*	taka	vyo	-----	andik	-w-a
5	**Nyumba**	i *it*	na *present*	yo	-----	jeng *build*	-w-a
	Nyumba	zi *they*	na	zo	-----	jeng *build*	-w-a
6a	**U-bao**	u *it*	li	o	-----	kat *cut*	-w-a
	M-bao	zi *they*	li	zo	-----	kat	-w-a
6b	**U-gonjwa**	u *it*	na	o	-----	tapish *cause to vomit*	-a
	Ma-gonjwa	ya *they*	taka	yo	-----	toke- *happen occur*	-a
7	**U-huru**	u *it*	taka	o	fu *us*	furahi *be happy*	ish-a *caus**
8	**Ku-penda**	ku *it*	li	ko	ku *you (sing)*	sikiti *feel sorry*	ish-a
9	(**Mahali** *place*) **Nyumba-ni (pa-)** *specific*	pa *it*	taka	po	-----	pendez *look nice*	-a
	(**ku-**) *non-specific*	ku *it*	li	ko	tu	huzunish- *sadden*	a
	(**mu-**) *inside-area*	m(u) *it*	li	mo	-----	kuwa na *have*	

*recipr = reciprocal suffix
prep = prepositional suffix
caus = causative suffix

Sample Language:

Mtoto a - li - m - pig - a mbwa *The child hit the dog*
child s/he past him/her hit dog
Mtoto a - li - ye - m - pig - a mbwa *The child who hit the dog*
child s/he past who him/her hit dog
Watoto wa - na - pend - an - a *The children like each other*
children they present like each other
Watoto wa - na - o - pend - an - a *The children who like each other*
children they present who like each other
Mti u - li - i - anguk - i - a nyumba *The tree fell on the house*
tree it past it fell on house
Mti u - li - o - i - anguk - i - a nyumba *The tree which fell on the house*
tree it past which it fell on house
Ubao u - taka - kat - w - a na mwalimu *The plank will be cut by the teacher*
plank it future cut passive by teacher
Ubao u - taka - o - kat - w - a na mwalimu *The plank which will be cut by the teacher*
plank it future which cut passive by teacher
Ugonjwa u - li - m - tapish - a mwanafunzi *The sickness made the student vomit*
sickness it past him cause to vomit student
Ugonjwa u - li - o - m - tapish - a mwanafunzi *The sickness which made the student vomit*
sickness it past which him cause to vomit student
Kupenda ku - li - m - let - e - a matatizo *Loving brought him problems*
To love/loving it past him/her bring to problems
Kupenda ku - li - ko - m - let - e - a matatizo *Loving which brought him problems*
To love/loving it past which him/her bring to problems
Mahali hapa pa - na - tu - pendez - a *This place pleases us.*
place this/here it present us please
Mahali hapa pa - na - po - tu - pendez - a *This place which pleases us.*
place this/here it present which us please
Chumbani m - li - kuwa na wanafunzi *In the room there were students*
in room in past be with/have students
Chumbani m - li - mo - kuwa na wanafunzi *In the room where there were students*
in room in there past where be with/have students

HOW
TO DO IT

CROSS-CULTURAL INFORMATION: KINDS AND FORMATS

ADDING CROSS-CULTURAL INFORMATION TO YOUR LANGUAGE MATERIALS

Cross-cultural information is usually considered to be an integral part of the language materials. While your training program may have a separate coordinator for cross-cultural training, most language materials still need to include information about non-verbal communication and other non-linguistic features connected with particular competencies. For example, a lesson on buying clothes might contain information on bargaining customs. The lesson on food and eating will probably contain basic information on polite table manners. A unit on greeting might indicate that in a particular culture it is not considered polite to inquire about female family members. This kind of information can be as important as more strictly linguistic concerns.

FORMATS

These kinds of cross-cultural information most frequently appear in the student textbook, although occasionally may appear as supplementary materials, such as a reader or a book of cartoons. The scope, design and format will vary from country to country. In some cases the material is integrated with the language materials, in others it appears at the end of the competency or in a separate section of the text.

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SAMPLES FROM THE FIELD

CROSS-CULTURAL HANDOUTS FROM SRI LANKA

This sample includes the handouts for various topic/competency areas which accompany the student text. They are designed to provide useful information, but aren't necessarily considered to be an integral part of the language text.

CROSS-CULTURAL INFORMATION
SINGHALA LANGUAGE MATERIALS

PERSONAL IDENTIFICATION

The questions Sri Lankans ask people they've just met or been introduced to, are - where they are from, if they have brothers and sisters, whether they are married, and where they work. PCVs should expect these questions even from strangers.

To a Sri Lankan the 'Family' represents the extended family with even third and fourth cousins considered members of this family. Each member of this extended family has well defined roles and responsibilities. The kinship terms reflect this. The range of kinship terms is much wider than that in the west.

Relationships with women are another consideration. In Sri Lankan society, a man's relationship with a woman is always formal unless they are blood relations or have known each other for some time. In a village the social structure itself make sure that this rule is followed, but in the apparently more relax urban community it is easy to make a *faux pas.* On the whole, married women are far less protocol-conscious than the unmarried, in whom both mothers and the norms of society have drummed the fact that modesty and reserve are valued qualities in young women.

A rule of thumb for all might be to start formally without being too distant or too friendly and gradually thaw out. To start off with plenty of *bonhomie*, being everyone's friend, is an obvious mistake, and although most Sri Lankans are too polite to criticize directly, it could lead to the formation of great reservations about your sincerity.

Greetings:'wdhqfndajka' translated literally, means 'may you have a long life'. The proper optative form 'wdhqfnda fújd' is used when reacting propitiatory incarnations to the gods and demons, entering them to prolong the lives of persons believed to have been influenced by these gods. In ordinary social conversation 'wdhqfndajka' is used as a form of greeting equivalent to 'Good Morning' or "hi' or as a form of 'Good-bye'.

The influence of the 'Evil Mouth' and the 'Evil Eye' are part of the Sri Lankans' belief system. Sri Lankans do not, therefore, make complimentary remarks about a person's good health or his success. For example, a Sri Lankan would not comment on the abundance of a farmer's harvest. To do so would be to invite the destructive power of evil spirits. This belief is reflected in he response to 'How are you?'. The response is 'Not bad'.

The question 'Where are you going?' is another way of greeting, when you meetsomeone known on the street. The person who greets you does dot expect an answer for that. In return, you can either say your exact destination or just say you are going overthere.

HOST FAMILY

A Sri Lankan household, i.e. the type selected for PCV Home-Stays, usually consists of the family, one or two relatives and a domestic help. However, members of the extended family would be frequent visitors and a great deal of interaction would take place with such relatives and also with neighbors.

Children live in the parents's home up to the time they get married. Unmarried children live there permanently.

Male children are preferred by Sri Lankan parents. One reason for this is that daughters have to be provided with dowries. Parents are protective of male children, younger siblings defer to them. Young adult children are dependent on their parents, financially and emotionally in a manner that seems strange to young Americans. Host parents tend to adopt the same protective attitude to PCVs.

The members of most Host families are bi-lingual and would speak to the PCVs in English even after the PCV achieved Sinhala language proficiency. This is because English is the language of formal social interaction.

CLASSROOM ORIENTATION

Academic Education enjoys a long tradition in Sri Lanka and the 'learned man' has an important place in the community. The teaching profession is, therefore, a respected one.

The traditional teacher - student relationship still prevails in the Sri Lankan classroom and the teacher's authority and views are rarely challenged.

Classroom furniture consists of desk and straight-backed chairs or benches. The students are not permitted to put their feet up on the chairs, nor to place their books on the floor.

SOCIAL LIFE

It is customary for a visitor to accept the food and drink that is offered in a Sri Lankan home even if he does not need refreshment.

Almost always tea is offered. It is served in cups with milk and sugar added. It is therefore necessary to cultivate a taste for this form of tea. The social events to which guests are invited are almsgivings, 'pirith' ceremonies, house warming ceremonies, and Sinhala New Year ceremonies. refusals have to be expressed in indirect terms. For instance 'ug tkak nersfjhs' in effect means 'I am sorry I won't be able to be present'. But loosely translated would mean 'events will make it difficult for me to come'.

The expression 'IreKdlr,d' (please) and 'fndfydu ia;+;shs' (thank you) are used in formal situations. However, the same meanings are expressed by means of facial expressions and tone of voice also by adding the words 'fmdâvla' or 'álla' meaning 'a little'.

SAMPLES FROM THE FIELD

FRANCOPHONE AFRICA CROSS CULTURAL MATERIALS

This excerpt contains a sample of a section of each language lesson called "Notes culturelles." Notice that the information appears in both the target language and in English translation. The second part of this excerpt contains a table of all the cross-cultural notes included in the book, and learners are asked to use it as a community contact assignment by asking host-country informants whether the particular cultural note is appropriate for their particular country or region.

4. otes ulturelles

-√ En général, en Afrique on se serre la main pour se saluer.
• *In Africa, people, in general, shake hands to greet each other.*

√ Les façons de saluer: serrer la main, embrasser, s'incliner, faire une génuflexion.
• *Greetings may be done in a variety of manners: shaking hands, kissing, embracing, bowing, genuflecting.*

√ L'Africain attend qu'on lui demande son nom; il ne le donne pas spontanément quand il salue un étranger.
• *The African waits to be asked his name; he does not spontaneously give it when he greets a stranger.*

√ En général, les personnes de sexe opposé ne se posent pas de questions sur leur état-civil.
• *In general, when people of opposite sexes meet, they don't ask each other about their marital status.*

Appendix: NOVICE

HERE ARE SOME CULTURAL NOTES. CHECK WITH HOST COUNTRY PEOPLE IN ORDER TO ANSWER THE FOLLOWING QUESTIONS.

La note culturelle est-elle appropriée au pays hôte? (Oui/Non)
Dans quelle Région/Pro-vince est-elle appliquée?
A quelle Occasion l'applique-t-on?
Est-elle applicable à la culture Américaine? (Oui/Non)

IT IS A VERY IMPORTANT ACTIVITY IN THE FRAME OF YOUR CULTURAL INTEGRATION. N. B. THE ENGLISH TRANSLATION OF ALL THESE CULTURAL NOTES IS IN YOUR BOOK

N# de la compétence	NOTES CULTURELLES
1	- En général, en Afrique on se serre la main pour se saluer. - Les façons de saluer: serrer la main, embrasser, s'incliner, faire une genuflexion. - L'africain attend qu'on lui demande son nom; il ne le donne pas spontanément quand il salue un étranger. - En général, les personnes de sexe opposé ne se posent pas de questions sur leur état-civil.
2	- En général, pour l'africain, le mot "famille" renvoie à la famille étendue.
3	- Si on a besoin d'aller au W.C., on ne le dit pas ouvertement. On dit, par exemple ______________ - Quand on est en retard, on salue la classe et on s'excuse en disant: "Pardon" ou "Excusez-moi".
4	- Dans la société africaine, il est poli de passer les choses à quelqu'un avec la main droite. - Il n'est pas poli de humer les aliments.
5	- En public ou devant des personnes âgées, on s'abstient de toucher ou de nommer les parties intimes. - Etre gros est souvent signe d'aisance, de bonne santé. - C'est gênant de décrire quelqu'un en citant ses infirmités. -
6	- Il y a des travaux réservés aux hommes et d'autres aux femmes. - Pour les soins de dents, beaucoup de personnes utilisent des morceaux de branches d'arbres, des racines, du charbon. -
7	- L'heure est élastique en Afrique; la notion de l'heure exacte est très souvent "glissante". - Dans certains milieux ruraux africains, on se réfère aux divers phénomènes pour donner l'heure: . La position du soleil . L'apparition des étoiles . Les chants des oiseaux et les cris de certains animaux, . L'ombre. -
8	- D'une façon générale, chez l'africain, il manque de précision dans l'appréciation des distances. Il utilise. . des répères (près de la montagne, de la rivière, loin de ...) - La distance entre deux endroits est souvent minimisée. On dit: ce n'est pas loin ...., c'est tout près ...., bien que l'endroit soit assez éloigné ou d'accès difficile. - Souvent, si on n'est pas occupé, on préfère accompagner la personne qui nous demande des directions. - généralement, les gens trouvent que ce n'est pas poli de refuser d'orienter quelqu'un. C'est pourquoi, ils donnent parfois des directions qu'ils ne maîtrisent pas eux-mêmes. Alors, prière de vérifier les instructions reçues auprès d'autres personnes.
9	- Des fois, ce qui est mentionné sur le menu n'est pas disponible/servi dans le restaurant. C'est donc mieux de demander ce qu'ils ont réellement. - Le pourboire n'est pas perçu comme une obligation dans les restaurants. - Parfois, le dessert n'est pas prévu.
10	- Les rendez-vous ne sont pas toujours respectés en Afrique. - Généralement, dans les milieux africains, on ne donne pas de date précise; on se réfère plutôt aux grands évènements. - Il existe dans certaines régions de l'Afrique des journées et des moments sacrés. -

11	- En général, au marché, il faut discuter le prix sauf quand le prix est écrit sur les articles ou, dans les magasins où les prix sont fixes. -
12	- L'Africain ne parle généralement pas de ses malheurs passés. - On ne dit pas tout ce qu'on a fait, vu, entendu... à n'importe qui.
13	- Dans une conversation normale, les Africains ne parlent en général pas du temps, tandis que les Américians et les Européens le font.
14	- En général, il est important de rendre visite à un ami malade afin de lui souhaiter prompte guérison. L'Africain aime être visité quand il est malade. - La notion de contagion n'est pas forte dans notre société. - Il existe des maladies "honteuses" dont on ne parle pas en public.
15	-Les délimitations des saisons sont souvent différentes d'une région à une autre. - Les activités de la population sont liées aux saisons. - La pluie est considérée comme une bénédiction divine lors d'un évènement heureux. - L'habillement ne dépend pas des saisons. -
16	- Entre amis, les invitations se font d'une manière informelle. - En général, l'Africain supporte la consommation quand c'est lui qui invite; l'invité n'est pas obligé de contribuer ni d'inviter l'autre à son tour. - Lorsque vous invitez une personne, attendez-vous à recevoir plusieurs. - Une invitation peut-être subite.
17	- Les places ne sont pas limitées dans les moyens de transport public. - Les passagers et les marchandises occupent en général les mêmes places. - Beaucoup de moyens de transport urbains et inter-urbains ne sont pas sécurisés. - Les horaires ne sont pas toujours respectés. - En partant pour un long voyage on donne la main gauche pour dire au revoir. - Le voyage est dit bien passé quand on a grossi.
18	- Dans la plupart des villages africains, les toilettes, la douche et la cuisine sont séparées de la maison. - Qui peut-on recevoir dans la chambre? -
19	- Dans certaines régions d'Afrique, certains ustensiles de cuisine sont frappés d'interdits Ex: L'enfant ne doit pas s'asseoir sur le mortier de peur qu'il ne grandisse. - Généralement, c'est la femme qui apporte les ustensiles de cuisine lors du mariage. - La cusisine est le domaine réservé de/à la femme. (à la maison). - On ne doit jamais utiliser la spatule pour frapper quelqu'un.
20	- Les habitudes alimentaires varient selon les regions. - En général, les africains acceptent difficilement de changer leurs habitudes alimentaires - Il existe des tabous alimentaires selon les groupes ethniques, les familles: certains groupes ne mangent pas certains oiseaux; d'autres volailles, animaux ou poissons. - On ne hume pas la nourriture pour l'apprécier. - Qu'on se serve de cuiller ou non, on mange à la main droite sauf en cas de maladie ou d'infirmité de cette main. - Le visiteur est toujours le bienvenu pour partager le repas. -
21	- Le passé a plus d'importance que le futur en Afrique. - Le futur est dans les mains de Dieu.
22	- Le coût de la confection dépend de plusieurs facteurs. . La qualité du tissu, . Le modèle et la qualité de la confection, . La nature de la couture (expresse ....) - D'une manière générale, le délai fixé par le tailleur (pour le retrait) n'est pas respecté. - Se faire coudre les h abits coûte moins cher qu'acheter des prêts-à-porter.
23	- Pour tout évènement, il est mieux de s'informer sur ce qu'il faut faire ou ce qu'il ne faut pas faire.
24	- On n'exprime pas généralement pas ce qu'on ressent en public.

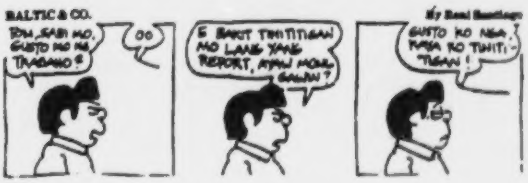
SAMPLES FROM THE FIELD

LANGUAGE AND CULTURE THROUGH CARTOONS

This excerpt contains two lessons from a supplementary book "Tagalog Through Humor" developed by Peace Corps Philippines that uses a popular cartoon strip to introduce both additional grammatical information as well as cross-cultural concepts.

25 GUSTO NG TRABAHO PERO AYAW GAWIN

"Tom, you said, you wanted a job." "Yes." "Well, why are you just staring at that report. Don't you like to do it?" "I want it, that's why I'm staring at it."


BALTIC & CO.
By Roni Santiago
TOM, SABI MO, GUSTO MO NG TRABAHO?
OO
E BAKIT TINITITIGAN MO LANG YANG REPORT, AYAW MONG GAWIN?
GUSTO KO NGA, KAYA KO TINITITIGAN!

a. Vocabulary:

tinititigan (gtv. root titig 'stare') "being stared at"

b. Grammar: NONE

c. Comprehension Questions:

1. Sino ang kausap ni Mr. Golem?
2. Ano ang ipinaaalala niya kay Tom?
3. Ano naman ang sinabi ng huli?
4. Ano ang napansin ni Mr. Golem na ginagawa ni Tom?
5. Ano ang paliwanag ni Tom sa ginagawa niya?

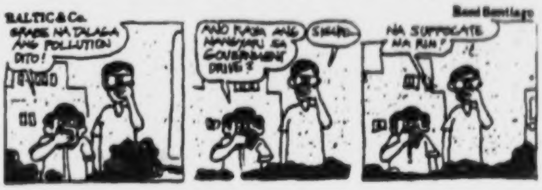
d. Culture:

Supervisors are necessary anywhere because there are people who need to be supervised everywhere - like Tom.

Incidentally, one of the negative traits associated with rural living is procrastination or what some local social scientists call mañana habit. Due to the slow pace of rural life, people can afford to do tomorrow what they can do today. The positive thing about it, however, is that people do not tend to become nervous wrecks.

17. GRABE

"The pollution here is really serious." "I wonder what happened to the government drive?" "Perhaps it was suffocated too."


BALTIC & Co.
Roni Santiago
GRABE NA TALAGA ANG POLLUTION DITO!
ANO KAYA ANG NANGYARI SA GOVERNMENT DRIVE?
SIGURO...
NA SUFFOCATE NA RIN?

a. Vocabulary:

grabe (adj.) Grave, serious"

b. Grammar: NONE

c. Comprehension Questions:

1. Ano ang inirereklamo ni Mr. Golem?
2. Ano raw ang kalagayan ng problema sa polusyon?
3. Sino o ano ang sinisisi niya sa problemang ito?
4. Ano ang sinabi ni Bong tungkol sa government drive ukol dito?
5. Bakit siya nagtakip ng ilong?

d. Culture: News On Garbage and Pollution

Bad news: Health problems become more real. Multiplication of negative tourist attractions in the form of more smoky mountains... Filth and stench worsen.

Good news: Extra income for doctors and scavengers... More landfills for making the Philippine archipelago a continent.

Incidentally, the problem of garbage and pollution is mainly rooted in the people's limited (instead of extended) social conscience.

THINGS TO THINK ABOUT

INSTRUCTORS' MANUALS: ISSUES TO CONSIDER BEFORE YOU BEGIN DEVELOPMENT

ADVANTAGES AND DISADVANTAGES OF DEVELOPING INSTRUCTORS' MANUALS

There are advantages and disadvantages to developing an instructors' manual as an additional feature of your teaching materials. You need to balance the advantage of having the flexibility of a general file of possible activities against the need to provide very clear directions to new or inexperienced instructors.

Some posts decide **not** to develop an instructors' manual because they want to be sure that the materials for which the manual will be used have really been tested and refined by repeated use in training programs. Such a process can take several years of revision and improvement before you are ready to begin work with the finished materials. But other posts have decided that they need to develop instructors' manuals early on because they have found that having very specific guidelines makes it easier to hire and train new, possibly inexperienced teachers and to supervise their performance.

You need to consider the realities at your post and decide whether an instructors' manual is something that you have the time, the resources and the need to develop.

PURPOSES OF INSTRUCTORS' MANUAL

Once you have decided whether or not to develop a comprehensive instructors' manual you need to decide what it will look like. What to include in your instructors' manual will depend a great deal on **what other kinds of materials you have** developed for your program, and **how the instructors' manual is supposed to be used**. Is it designed to provide specific step-by-step guidance for teaching each lesson in the curriculum, or is it to be used as a more general resource for teachers who are designing their own lessons? The design and the contents will depend on which of these purposes is central to your program, and, as always, what resources (time, money, technical support) you have available.

INSTRUCTORS' MANUAL AS TEACHING GUIDE

In some countries, the instructors' manual consists of actual lesson plans that outline exactly how to teach the materials in the student text. Such a manual can be a parallel edition of the student text with specific directions about how to present and practice each part, or it can be a series of lesson plans, or a combination of both. Guidelines and general criteria for different formats for lesson plans are discussed in more detail in Section 8 (Pre-Service Training) of this Resource Kit. If that is the kind of manual you want to develop, then you may wish to refer to that section in more detail.

INSTRUCTORS' MANUAL AS TEACHING RESOURCE

In other programs, there may be a need to maintain more opportunities for teacher autonomy, with the instructor designing or selecting classroom activities to focus on the target competencies, vocabulary, and structures that have been identified by the curriculum. This need may spring from the fact that you are piloting materials for the first time, or because you are in a start-up situation, or because there is limited time and resources for development. In such cases the instructors manual may serve as a kind of teacher resource manual that provides more general kinds of information for the instructor to use in his or her own lesson planning. Such manuals may include basic grammatical information about the language, as well as generic descriptions of various presentation and practice activities and out-of-class follow-up activities. Other kinds of information might also be included, like tips from teachers concerning particularly effective ways of presenting and practicing specific competencies or suggestions for community-contact assignments. A number of these generic teacher-resource guides have been developed by Peace Corps and are listed in the bibliographies in Section 5 (Principles of Language Learning and Teaching) of this Resource Kit.

SAMPLES FROM THE FIELD

INSTRUCTORS' MANUAL FORMATS: FRANCOPHONE AFRICA FRENCH MATERIALS

This samples from the field comes from the teacher's manual that was developed along with the Francophone Africa French Materials. It is interesting to compare this unit from the instructors' manual with the sample of the student textbook included earlier in this section . This is an example of a parallel teachers text that contains detailed descriptions of all class activities for a particular competency. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

Compétence n°1 Se présenter

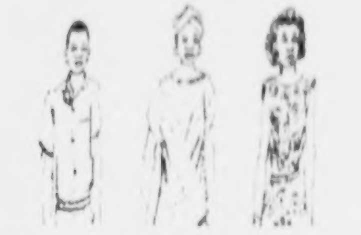
COMPETENCE n°1 : Se présenter. (Introducing oneself)

OBJECTIFS
- Saluer de façon appropriée au milieu
- Dire son nom, sa nationalité, ce qu'on est, son origine et son état-civil
- Prendre congé

I. MOTIVATION

N.B. : Le Formateur aura un macaron ou un badge portant son nom

1. Le Formateur affiche au tableau plusieurs images représentant des personnes des deux sexes, différentes professions, différentes nationalités et états-civils.



Novice Formateur

2. Le Formateur serre la main de chaque stagiaire et se présente en montrant le macaron quand il dit son nom.

Bonjour
Je m'appelle (nom du formateur / de la Formatrice)
Je suis (nationalité)
Je suis (profession)
Je suis (état civil)

3. otes ulturelles

√ **En général, en Afrique on se serre la main pour se saluer**

√ Les façons de saluer: serrer la main, embrasser, s'incliner, faire une génuflexion

√ L'Africain attend qu'on lui demande son nom, il ne le donne pas spontanément quand il salue un étranger

√ En général, les personnes de sexe opposé ne se posent pas de questions sur leur état-civil

N.B. : . A adapter à la culture du pays hôte
Voir à quel moment de la leçon les introduire

4. Le Formateur attribue des noms aux personnages des images ci-inclues

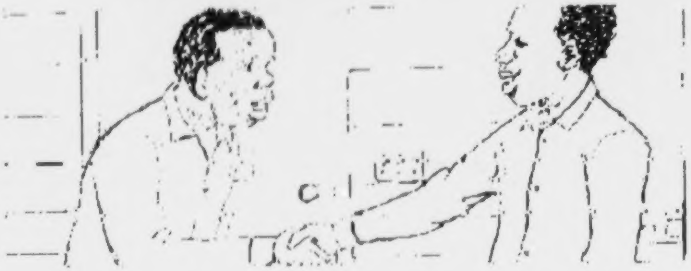
Ex : Il s'appelle ——— Elle s'appelle ———

II. EXPLOITATION

5. a) Le Formateur présente ce dialogue en désignant alternativement les images du point 1. Il le fait avec des mimiques appropriées.

A Bonjour, Monsieur
B Bonjour, Mademoiselle
A Ca va ?
B Bien, merci. Et vous ?
A Très bien, merci.

b) Le Formateur répète ce dialogue 2 ou 3 fois.
Il explique "bonjour" par opposition à "bonsoir" à l'aide du graphique ci-après. (à afficher au tableau)



6. Le Formateur se sert du graphique pour vérifier la compréhension de bonjour et de bonsoir en pointant alternativement les périodes correspondantes.
Les stagiaires réagissent positivement ou négativement par des gestes appropriés proposés d'avance par le Formateur.

7. a) A partir des images du n°1, il présente un à un les titres suivants :

Monsieur **Madame** **Mademoiselle**

b) Le Formateur se sert des mêmes images pour vérifier la compréhension de Monsieur, Madame et Mademoiselle. Il désigne chaque image et dit: Monsieur / Madame / Mademoiselle. Tous les stagiaires réagissent en disant OUI ou NON.

8. a) Le Formateur présente oralement la question "Ca va?"

- Il l'explique en mettant un point d'interrogation au tableau.
- Il enseigne les réponses (Très bien, Bien, Assez bien) avec des gestes appropriés.

b) Il pose la question et propose une réponse aux stagiaires. Ceux-ci réagissent ensemble par des gestes appropriés.

Très bien Bien Assez bien

9. Partant du dialogue du point 5, il pratique les structures dans un drill chaîne:

Ex : F —— >S1

F : Bonjour, Monsieur.
S1: Bonjour, Mademoiselle.
F : Ca va ?
S1: Bien, merci. Et vous ?
F : Très bien, merci.

S1 —> S2
S2 — >S3
S3 — >S4, etc.

10. Le Formateur commence par le dialogue du N° 5 et enchaine avec celui-ci. Il se sert des mêmes images du point 5.

A. Comment vous appelez-vous ?
B. Je m'appelle ———— . Et vous, comment vous appellez-vous ?
A. Je m'appelle ———— .
B. Au revoir, Mademoiselle/Madame...(nom de la personne).
A. Au revoir ,Monsieur

11. a) Le Formateur explique la structure "Je m'appelle" en montrant son nom sur le macaron / le badge.

b) Chaque stagiaire donne son nom.

12. a) Le Formateur présente la question "Comment vous appelez-vous?" Il esquisse un point d'interrogation au tableau et montre qu'il s'agit d'une question. Il sollicite la question auprès de chaque stagiaire et y répond.

b) *Drill chaîne*

Ex : F demande à S_1 " Comment vous appelez-vous ?" et le questionnement continue à la chaîne.

S1 Je m'appelle......
S1 ———> S2
S2 ———> S3
S3 ——— >S4, etc

13. a) Le formateur enseigne "au revoir, à bientôt, à plus tard, à demain" avec les gestes appropriés.

b) Le formateur combine les dialogues n° 5 et 10 et les pratique avec un stagiaire. Ensuite, il demande aux stagiaires de les pratiquer entre-eux.

14. Le Formateur présente le récit ci-dessous (à remplir par la personne qui enseigne)

Je m'appelle —(nom du Formateur).
Je suis —(nationalité) .
Je suis professeur.
Je suis —(état-civil) .
Je suis de —(lieu).

15. a) Le Formateur utilise les images du n°1 et d'autres images appropriées pour expliquer les professions. (cf.programmes du stage).

b) Le Formateur remet aux stagiaires les noms désignant différentes professions. Il leur demande de faire correspondre les noms des métiers (professions) aux images, en collant le nom à côté de l'image.

c) Pour la vérification, il distribuera des images de différentes professions aux stagiaires et leur posera la question suivante: " Vous êtes + (profession)?"
Les stagiaires réagiront selon ce qui est mentionné sur leur image en disant OUI ou NON.

☛ **N.B.** Le Formateur doit chercher différentes images pour travailler les professions.

16. a) Le Formateur remet à chaque stagiaire un bout de papier sur lequel il aura écrit le nom d'une profession ou sur lequel il y aura l'image d'une profession.
b) Le Formateur présente la question "Que faites-vous comme métier?", la sollicite auprès d'un stagiaire et y répond.

F —— Je suis professeur.

c) Le Formateur demande aux stagiaires de répondre à cette question en se référant au métier sur leur bout de papier respectif.
F —>S_1
S_1—>S_2, etc.

17. a) Le Formateur présente sa nationalité aux stagiaires.

Ex.: F——> Je suis (nationalité). Je suis de (ville).
Puis, il désigne un stagiaire et lui pose la question suivante :
F ——> Vous êtes américain(e)?
S ——> Oui, je suis américain(e).

b) Il leur présente les pays limitrophes du sien en mentionnant les nationalités correspondantes.

☛ **N.B.** Présentez le masculin & le féminin.

c) Le Formateur pose les questions ci-dessous pour vérifier la compréhension.

Vous êtes français(e) ?
Vous êtes guinéen(ne) ?
Vous êtes sénégalais(e) ?
Vous êtes ivoirien(ne) ?
Vous êtes américain(e)?
.....

18. a) Le Formateur présente la question :

"D'où êtes-vous ?"

Il la sollicite auprès d'un stagiaire et y répond.
S —> D'où êtes-vous ?
F —> Je suis de ———— .
Il explicite: je suis de + place —— provenance.

b) Pour vérifier la compréhension, le formateur passe à un drill chaîne.

ex F a S1	D'où êtes-vous?
S1	Je suis de ________
S1 à S2	D'où êtes-vous?
S2	Je suis de ________
S2 à S3	D'où êtes-vous?
S3	Je suis de ________
S3 à F	

19. a) Le Formateur se servira des mêmes images pour enseigner marié(e) et célibataire par opposition.

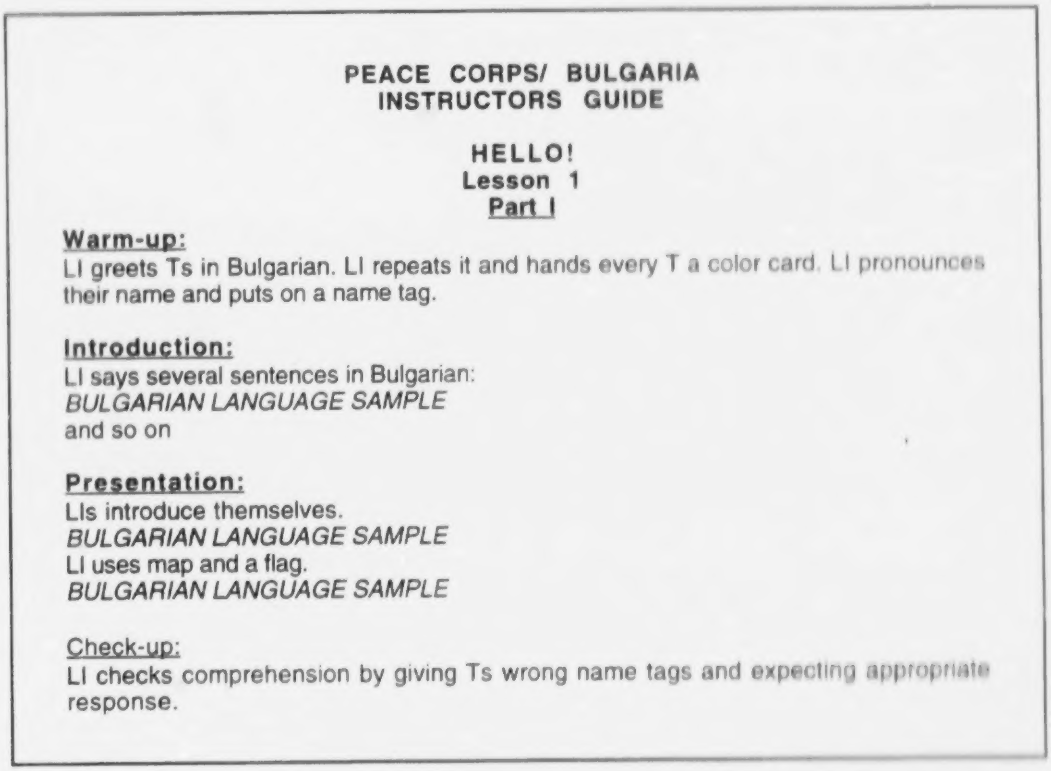
☛ **NB** *Selon le niveau de la classe le formateur peut enseigner ces mots: divorcé (e) , fiancé (e), veuf/veuve.*

b) Il posera la question : "Vous êtes marié(e)/célibataire ?" et les stagiaires réagiront selon leur situation réelle.

SAMPLES FROM THE FIELD

INSTRUCTORS MANUAL FORMATS: BULGARIA LESSON PLAN

This lesson plan sample from Bulgaria shows an alternative way to provide teachers with direction on their class. This is an example of one kind of lesson plan format. Other lesson plan formats will be found in Section 8 (Pre-Service Training) of this manual. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.



PEACE CORPS/ BULGARIA
INSTRUCTORS GUIDE

HELLO!
Lesson 1
Part I

Warm-up:
LI greets Ts in Bulgarian. LI repeats it and hands every T a color card. LI pronounces their name and puts on a name tag.

Introduction:
LI says several sentences in Bulgarian:
BULGARIAN LANGUAGE SAMPLE
and so on

Presentation:
LIs introduce themselves.
BULGARIAN LANGUAGE SAMPLE
LI uses map and a flag.
BULGARIAN LANGUAGE SAMPLE

Check-up:
LI checks comprehension by giving Ts wrong name tags and expecting appropriate response.

LI presents the dialogue from p 2/ ex 1
BULGARIAN LANGUAGE SAMPLE

Practice:

1. Repetition Drills -
BULGARIAN LANGUAGE SAMPLE
LI hands name tags written in Bulgarian.
2. Chain Drill
BULGARIAN LANGUAGE SAMPLE

Part II

Presentation:

Using pictures LI presents greetings in Bulgarian -
BULGARIAN LANGUAGE SAMPLE
Check-up: LI says each of the greetings showing a wrong picture.

Practice:

1. Repetition Drills:
BULGARIAN LANGUAGE SAMPLE

2. Repetition drills of the whole dialogue from p 2/ex 1 step by step:
- whole group
- two groups
- two volunteers

3. Pair work. LTs assume role of a famous person from prepared set of pictures.

Evaluation:

Two groups get together and everybody introduces to each other.
NB: LI encourages their students.

Application: Ts introduce themselves to another LI

Assignment: What are the names of the members of your host-family.

SAMPLES FROM THE FIELD

INSTRUCTORS' MANUAL FORMATS: PEACE CORPS LANGUAGE TRAINING CURRICULUM

This excerpt from the Peace Corps Language Training Curriculum, available from Peace Corps Washington, is an example of a more generic teacher resource, that provides a number of possible ways to present, practice and apply the sample competency in both in-class and out-of-class contexts. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starting point for developing your own.

TOPIC I: PERSONAL IDENTIFICATION

UNIT FOCUS: From the moment people arrive in a new country, they are asked for personal information. At immigration, they show their passport and may often be asked their name and country of origin. They also are usually asked to fill out a document giving name, country of origin and passport number. When first meeting host country nationals, new arrivals are asked their name and where they are from. During their first few days in a new country, they will be introduced to others and they will need to respond appropriately. This unit therefore gives the introductory language for making the first social contacts in a new country.

LANGUAGE FUNCTIONS:

1.1. Identify Self (name, country of origin, passport number)

Situation: at customs

FUNCTIONS:	ENGLISH LANGUAGE SAMPLES:
-asking for information -identifying	A: What's your name? B: My name is Mary Jones. A: Where are you from? B: I'm from the United States. A: What's your passport number? B: (gives number)

1.2 Introduce Self
Situation: with host country nationals; informal, social setting

-introducing self	A: My name is Marcella Jones. Call me Marcy. What's your name? B: My name is Bill Smith. A: Nice to meet you. B: Nice to meet you too.

1.3. Introduce Others
Situation: with host country nationals; formal/informal social setting

-introducing others	A: Mary, this is Bill Smith. Bill, this is Mary Jones. Mary: Nice to meet you. Bill: Nice to meet you too.

1.4 Greet and Be Greeted
Situation: with host country nationals; informal, social setting

-greeting people **-being greeted**	A: Hello. (Good morning, afternoon, evening) B: Hi.

I.5. Inquire about health of others; state own well-being
Situation: with host country nationals; informal, social setting

-socializing	A: How are you? B: Fine, thanks, and you? A: Fine, thanks.

I.6. Take Leave
Situation: formal/informal gatherings

-taking leave	A: Good bye. See you later. B: Good bye.

ACTIVITIES:

Note: All activities for this unit are given together and not separated by competency since much of the language is formulaic and is used as a unit for socializing.

PRESENTATION:

-***Oral Dialogues*** (see General Activities): sample language given above. As you present the language, be sure to include any culturally appropriate gestures (smiles, shaking hands, etc.).

-***Reading own Name*** (for languages with a non-Roman alphabet or for students to learn the host country equivalent of their names): Give each student an index card with his/her name/nickname written on it. Have students study their name. Collect the cards and place them randomly on a table. Ask students to find their own names and then introduce themselves.

-***Dialogues:*** *Call me* ______. Present informal dialogues where students practice saying their nicknames when introduced.

-***Cuisenaire Rods: Reading Numbers:*** (see General Activities) Present the numbers I-I0 using cuisenaire rods. Then, using TPR drills (see General Activities) have students show you I, 2, 3, (etc.) rods.

-Number Cards: Show number cards 1-10 and have students repeat the numbers as you read them.
Passport Number: Show a passport; point to each number as you read it aloud. Write several passport numbers on the board that have similar numbers. Read one of the numbers. Have students point to the number that you read. Then have students read their own passport number aloud.
-Form Language (see General Activities): Write the words FIRST NAME, LAST NAME, COUNTRY, PASSPORT NUMBER on large cards. Match these cards to the appropriate part of a student's name. Then have students take turns matching FIRST and LAST cards to parts of their names. Then write the United States and the name of the host country on cards. Match these words with the word COUNTRY.
Arriving and Leaving: As each student arrives at class, greet them with "Hello, How are you?" When each student leaves class, have them line up and say to you before they leave: Goodbye. See you later (tomorrow).

PRACTICE:
-Line-Gram Dialogues (see General Activities)
-Chain Drill (see General Activities): Use the following sequence: My name is ________. What's your name?
-Name Game. Have students sit in a circle. The first student introduces him/herself. The second student introduces him/herself and gives the name of the first student. This continues until the last student gives the names of all the students in the class. Example: My name is Jane. This is Bob. His name is Joe. Her name is Mary.
-Ball Toss: Have students stand in a circle. Ask: What's your name? (Where are you from? ; How are you?) Throw a ball to one student. The student must answer the question and throw the ball to another student while asking a question.
-Tic Tac Toe (see General Activities): Write numbers in the boxes on a tic tac toe board and have students practice reading them while they play the game. Or write form language sight words (NAME, NATIONALITY etc.) in the Tic Tac Toe blocks.
-Cross Out: On the chalkboard, write numbers or form sight words. Tell students to cross out: for example: "all the twos" ; the word NAME.
-Form Language: (see General Activities) Have students complete a form:

FIRST NAME ______________
LAST NAME ______________
COUNTRY ______________
PASSPORT NUMBER ___________

-Pictures: Appropriate Address: Show a picture of a famous person, an older person, a child and have students practice greeting the person in the picture appropriately.
-Role Play: (see General Activities): Give students different roles to practice formal and informal greetings and introductions. For example, the mother in the host family; a child in the host family; a teacher in the school; the principal of the school; a well-known author; a political leader; a close friend.

USE:
-Meeting New People: Bring together two classes of students. Students move around the room meeting and greeting each other.
-Eavesdropping: : Introductions (see Listening Activities): Have students pay attention to how they are introduced by their host families. Make a classroom list (see General Activities, Wall Charts) of different ways people are introduced. Note any differences based on age or relationship.
-Eavesdropping: Greetings (see Listening Activities): Have students pay attention to how people greet each other in the host country. Make a list for a Wall Chart (see General Activities). Compare these ways to how people are greeted in the U.S.

THINGS TO THINK ABOUT

DEVELOPING OTHER TEACHING MATERIALS

Depending on what resources are currently available, how much language program development "history" there is in your country, and the other materials development needs in your program, you may also be able to develop other materials. Here are some other resources that language programs have found useful to have.

ACTIVITY FILES

An activity file is a collection of readily adaptable techniques such as games, concentration boards, and other things that can be used in a wide variety of competencies. In addition to providing general enrichment, it can be a source of "emergency lesson plans" in the event that a teacher suddenly is unable to teach, and a substitute teacher or activity needs to be found in a hurry.

PICTURE FILES FOR USE IN CLASS

Using visual aids in a classroom can vastly improve the quality of the lesson by communicating meaning without having to translate into English, and increasing the interest and involvement that students have in a lesson. Visual aids provide ways to increase variety in drills and practice activities, and can also be used in many ways for student-student interchanges. Picture files can be organized by semantic categories (clothing, food items, fruit, etc.) according to competencies (pictures of the bus station, the bus, the ticket seller, etc.) or grammatical categories (nouns, verbs, adjectives, etc.)

Here is a list of common visual aids that many language teachers find useful:

- photographs (pictures, slides, overhead transparencies)
- maps and charts
- catalogs
- signs
- directions

REALIA

Real objects (articles of clothing, fruits and vegetables) are used in the same way as other visual aids. They greatly enhance the classroom setting and make such activities as role plays much more engaging. Having a collection of common household items will make language practice activities much more realistic.

Here is a list of common realia (items from real life) that many language teachers find useful:

- food or drink
- forms from business or government
- documents (identification, passports, etc.)
- articles of clothing
- tools
- consumer goods
- toys
- puppets, dolls, marionettes
- games
- charts
- catalogs
- models of inside and outside buildings
- directions on packages

AUDIO AND VIDEO-TAPES

Audio and video tapes are excellent ways to practice listening comprehension, preview and rehearse out-of-class contact assignments, and to introduce cross-cultural information like gestures and non-verbal communication. If you have the resources to let the Trainees make tapes of themselves and others, you will find that this is an extremely popular and effective way to get Trainees to observe and use language outside of class.

Trainers can collect prerecorded tapes and can also prepare their own cassettes for use in language training sessions. If possible, you should also prepare tapes that Trainees can use for independent practice outside of the scheduled training sessions.

Audio-tapes could include radio broadcasts, popular songs, and dramatic readings of written articles at different levels of difficulty. For example, a lesson on the competency "Discussing the Host Country's Economic System" could use a recording of an authentic or simplified news broadcast on current exports. Later, learners could use the tape on their own time for extra listening practice.

In addition to the use of video-tapes mentioned above, another use has been developed by Peace Corps Lesotho. They have developed a file of video-taped lessons for most of the competencies in their curriculum. A student who has been absent from a class can review what he or she missed before rejoining the next class.

READING LIBRARIES AND COMMERCIALLY PREPARED MATERIALS

A language resource center for Volunteers is an excellent way to support continued language learning after PST. Language resources such as books about the country, popular literature such as magazines, newspapers, and novels, day-to-day materials written in the language such as train schedules, television guides and other materials can also be utilized for individual study and out of class research projects. More comprehensive commercially prepared language learning materials should also be available in the library, such as target-language dictionaries and grammars, commonly used children's books and school materials

BILINGUAL DICTIONARIES

A good bilingual dictionary is usually considered to be a basic need by most language learners. In the event that one is not commercially available for your country, you may need to commit Peace Corps resources to developing one of your own.

VOLUNTEER NEWSLETTERS

Volunteer newsletters, with ongoing language materials, as well as Volunteers' own translations of and writings in the target language are discussed in more detail in Section 6 (Ongoing Language Learning) of this Resource Kit.

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HOW
TO DO IT

COLLECTING, SAVING AND SHARING TEACHING MATERIALS

You can begin gathering training aids–the materials you will need to carry out your program in the classroom–as soon as the needs assessment has been completed and the list of competencies is available. Training aids for a lesson on changing currency, for example, might include coins and bills, bank forms, currency tables, cards showing buildings, and a bingo set. A competency related to visiting a distant village might include training aids such as tape recordings of local dialects, a record of local music, and samples of regional clothing. Trainers need to do three things with these aids: collect them, save them, and share them.

COLLECTING TRAINING MATERIALS

- Some visual aids, such as coins or clothing, are easy to collect. Other things are not so easy to find, especially drawings or photos. The language staff should be constantly on the lookout for pictures that could be used in a lesson plan. Trainers can draw pictures themselves, cut them from magazines or posters, or make copies from books. Phonograph-record jackets, book covers, and even the family photo album are all potential visual aids. Prints of paintings and drawings by local artists are another excellent source of visuals. The more famous ones are sometimes sold in the form of inexpensive postcards at national museums. Even when the objects, actions, or meanings of the pictures are not clear, they can be used to stimulate discussions on competencies related to local culture.
- It is tempting to send away for materials during training cycles, when it is too late, and to forget to do so between training cycles, when it isn't. Send for a training aid as early as you can. Even if the material doesn't arrive in time for the current training cycle, it will be available for the next one. If funds for purchase need to be arranged, start the application process immediately. Or buy the materials yourself, to keep for your own professional use and development.

MATERIALS TO COLLECT, SAVE, AND SHARE

1. **VISUAL IMAGES**
   - **A. OBJECTS**
   - **B. PICTURES**
2. **TAPES AND RECORDS**
3. **WRITTEN LESSON PLANS**

SAVING TRAINING MATERIALS

- You should plan to save the materials you collect permanently. Unfortunately, Trainers often have great success with a teaching aid or lesson plan and then neglect to preserve it for a future training cycle. This is especially true when an idea for an exercise emerges spontaneously in the process of conducting a language training session.

- The new activity should be noted on the original lesson plan as a permanent record. Save the object or picture you found at the last moment in the same way you would jot down an activity you thought of at the last moment. Set a storage box for those objects in a protected place. If possible, mount your visual aids on cardboard rather than paper. Find a box for storing prepared cassettes or use a commercially produced cassette shelf.
- Lesson plans are perhaps the most crucial of all training aids to save. Make files for lesson plans so you can retrieve them easily when you want them. You should also store related documents with the lesson plans, such as the checklist for lesson plan balance and variety, the competency outline, or any commentary on the lesson plan, for later use.
- The most logical way to file lesson plans is under the competency they introduce. You can have a filing system of competencies, grouped by topic, so that if you rearrange the order of presentation of competencies, the basic units of the curriculum will remain intact.
- Make it a rule to save everything you use in your language training session. Even if you plan to revise a lesson before using it again, save the original plan to use as a starting point.-In this way,you can build on your successes, spending you can build on your successes, spending effort on refinement rather than starting from the beginning again. When you have plenty of training aids, you can be sure that your class time will be spent enjoyably, with a lot of interaction and variety. That is the key to successful language acquisition.

SHARING TRAINING MATERIALS

Language Coordinators should provide opportunities for Trainers to demonstrate to colleagues lessons and materials that have been particularly effective in their classrooms. If you are given a chance to see what other Trainers are doing, everyone in the program will benefit.

- In addition to facilitating the sharing of ideas among Trainers, it is a good idea to build a permanent library of materials. Since loose lesson plans, visual aids, and cassettes have a tendency to get misplaced, each training site needs to develop a way of handling, storing, and protecting materials.
- All of the work involved in developing a complete competency-based language training program should be preserved for future training staff to use, adapt, and improve upon. Curriculum design and development are an ongoing process that should be reviewed and perhaps revised before each new training cycle. Collecting saving, and sharing materials are an important part of that process.

THINGS TO THINK ABOUT

LOGISTICAL CONSIDERATIONS FOR MATERIALS DEVELOPMENT

In addition to the various design considerations that we have already mentioned in this section, there is another set of criteria that must also be considered: the practical realities of your post that determine what resources you have to work with. It is important to establish materials development goals that can reasonably be achieved given the resources that are available. The best design in the world will not be realized without the sufficient resources to commit to the effort. The questions below are useful to consider as you determine what your final product will look like.

WHAT RESOURCES OF TIME AND MONEY ARE AVAILABLE?

One reality in any project is how much time and money are available. Both of these may be issues that you, as a language coordinator, will have relatively little control over. Many budget considerations may have already been determined by the Country Director and other Peace Corps staff long before you arrive on the scene. Your total budget may have been determined as a part of the total training budget. Especially in countries with no full-time Language Coordinator, where the position is considered to be primarily a part of the training budget, you may not have much opportunity to influence the development of how much time or money will be available for your materials development effort. As Language Coordinator, are you hired just for a PST, or is your position a full-time year-round one? What are the expectations of your post about how much materials development needs to be done?

HOW MANY AND WHAT KIND OF PEOPLE ARE INVOLVED?

The scope of what you can do depends in part on what kind of a budget you have for the project--whether you have enough funding to hire a team of twenty or a team of two. It also depends on what kind of language teaching professionals there are for you to choose from. In some countries there is a long tradition of teaching the language to foreigners, and there may be many hundreds of talented and qualified individuals to rely on. But in other posts there has historically been very little experience in teaching the language, and as a result, there are relatively few qualified people to choose from. You may need to select team members based on their knowledge of English or previous experience working with Americans rather than their background in language teaching or materials development. In some countries, the tradition of language teaching is very different than the communicative, competency-based approach utilized by Peace Corps, and even though experienced language-teaching professionals are available, they may not have the required flexibility and commitment to Peace Corps' pragmatic, results-oriented approach. Remember, too, that you may want to seek outside expertise from Peace Corps Washington or Peace Corps staff from another post where language needs or training conditions are similar to your own. Refer to the first section of this manual for tips on how to negotiate for such resources with your Country Director.

WHAT KIND OF TECHNICAL RESOURCES DO YOU HAVE FOR THE PROJECT?

The "look" of your final products will also be determined by technical resources. Do you have the computer equipment and expertise to handle sophisticated graphics and other features, or are you working in a situation where the best you can hope for is a typewriter and a photocopy machine? Will your final products be off-set printed? How long does it take such things to be accomplished? Are there locally available people to help with the job, or will it all have to be accomplished in-house? How much technical support does the training program receive from the Peace Corps office? What facilities do you have for obtaining illustrations and other visual aids that will form a part of your materials? It is important to establish goals and formats that can be accomplished with the tools you have available.

HOW
TO DO IT

ESTABLISHING YOUR MATERIALS DEVELOPMENT TEAM

WHO SHOULD YOU HIRE?

Once you have considered the logistical realities that might effect your final product you are ready to gather together a materials development team. It is likely that you will want to involve the team from the very beginning of the curriculum development process, and not just as materials writers. It's also important to remember that the skills you are looking for in a good materials developer may not necessarily be the same as those needed by a good classroom teacher.

- Ideally, your team will be made up of language teaching professionals who have had previous experience developing materials for other training contexts. In addition, it is usually wise to have at least one or two experienced classroom teachers, ideally, people who have taught in previous training programs and have a good first-hand idea of the needs of and challenges involved with teaching Peace Corps Trainees.
- Other skills and characteristics would be imagination and creativity, a systematic approach, and the ability to stay focused throughout the development process. Your developers will hopefully be familiar with the technical resources that you have, such as computers, word-processing and graphics-design software.

POSITION DESCRIPTIONS AND STATEMENTS OF WORK

Your team will probably consist of you as coordinator of the project, a number of materials developers, and other positions such as graphics lay-out artist, secretary, typist, etc. as the logistical realities of your situation determine. You will need to draw up a formal statement of work for each position that specifies exactly what is to be accomplished, and when it is to be completed. Section 2 (Teacher Supervision) of this manual contains a more complete discussion of the process of recruiting and hiring teachers, and much of what is suggested there applies equally to materials development. Refer to that section for general guidelines about what should be contained in a statement of work and other issues involved in recruiting and hiring people for your program.

- In addition you will need to develop a clear schedule of when things should be accomplished to ensure that there is sufficient time to review and revise as needed, as well as to meet any deadlines for printing your finished product.
- Below is a sample statement of work for a materials developer position that was adapted from one that was developed in Bulgaria (The original version, as well as other samples of statements of work for other materials development positions is included in the following *Samples from the Field* section.) Notice how it specifies the number of days for the project, a general description of what is to be produced, and the process that will be followed, as well as detailed information concerning deadlines and required formats for how the materials will be developed.

Statement Of Work:
Language Curriculum and Manual Team
Contractor: ________________________

Duration & Period of Performance:
All activities associated with this activity are to occur between _______ and ______, for a total number of actual working days not to exceed _____days each, at a rate of _______ per day. The payment will be executed three times, each payment being one third of the total amount of the contract. First payment will be made on____, the second payment will be made on_____, and the third payment will be made on _____.
Supervision and direction will be provided by__________, Peace Corps/ ________ Language Program Coordinator.

Overall Objective:
The overall objective of this activity is to design and develop a Language Manual and supporting materials within the Peace Corps Competency-Based Language Curriculum framework. Specific activities and responsibilities for individual team members include, but are not limited to, the following.

Initial Activities
- Develop and implement a needs assessment instrument and methodology for the development of an effective Language Manual for use during Pre-Service Training.
- Review existing Language Manual from PST '95.
- Review existing Peace Corps language materials utilized in other posts.
- Meet regularly with Language Coordinator to discuss ongoing issues concerning the design of the curriculum and the Manual.

Activities
- Design a competency-based PST language curriculum.
- Develop effective materials and resources to be used in the language teaching classroom, including, as appropriate, audio-tape materials.
- Develop guidelines for applying a variety of effective teaching methods compatible with competency-based language instruction and communicative language teaching techniques appropriate for adult learners.
- Develop specific language performance objectives and a schedule of course work for PST based on the time frame of the particular training design.
- Design approximately 30 lessons and relevant accompanying language materials which should incorporate language and cultural objectives and communicative learner-centered activities.
- Develop and present the first 10 lessons of the new Language Manual not later than ___. The second 10 lessons should be presented by ___and the last 10 lessons - not later than ___
- The text of content of all lessons and audio-tape materials to be delivered on a diskette in Word 5.1 with illustration notes regarding layout.

HOW TO DO IT

ENSURING ON-GOING REVISION OF MATERIALS

Of course you will want to evaluate the effectiveness of your materials at the end of training, by giving both Trainees and teachers an opportunity to give feedback and make suggestions for improvement. But if time allows, you may also want to carry out this evaluation of materials while the materials are being developed initially. Language Coordinators in the ECAM region have suggested developing networks with these groups of people to solicit in-put and foster on-going evaluation and revision of materials.

OTHER LANGUAGE TEACHING PROFESSIONALS	Contact other language teaching professionals and get as much input from them as possible. Involve prospective teachers in materials development and revision.
OTHER PEACE CORPS LANGUAGE TRAINING SPECIALISTS	Maintain contact with other Language Coordinators and Peace Corps Washington Language Training Specialists on the current projects in materials development. Write regular reports summarizing progress of work with respect to your workplan. Send copies to your CD, PTO and to Peace Corps Washington.
INTERESTED VOLUNTEERS	Involve interested Volunteers in language materials development and revision. Write a letter to the Volunteers. Based on Trainees' feedback from PST, involve those interested in the revision process by soliciting suggestions for revisions.

SAMPLES FROM THE FIELD

STATEMENTS OF WORK FOR MATERIALS DEVELOPMENT

The following samples from the field illustrate different statements of work for positions that you may wish to include as part of your materials development team. As with all the samples included in this manual, you can find complete versions of these materials on the CD-ROM that is part of this Resource Kit, which you can adapt or use as a starTing point for developing your own.

BULGARIA MATERIALS DEVELOPMENT TEAM SOWS

This sample includes statements of work for positions of curriculum and materials developer as well as layout specialist.

Peace Corps / Bulgaria
Statements Of Work for Bulgarian Language Curriculum and Manual Team

PST Language Curriculum and Manual Developer

Duration & Period of Performance:
All activities associated with this activity are to occur between February 26, 1996 and May 10, 1996, for a total number of actual working days not to exceed 30 days each, at a rate of 1,880.00BL per day. The payment will be executed three times, each payment being one third of the total amount of the contract. First payment will be made on March 8, 1996, the second payment will be made on April 5th, and the third payment will be made on May 20, 1996.
Supervision and direction will be provided by Zoya Lubenova, Peace Corps Bulgaria Language Program Coordinator.
The overall objective of this activity is to design and develop a Bulgarian Language Manual and supporting materials within the Peace Corps Competency-Based Language Curriculum framework. Specific activities and responsibilities for individual team members include, but are not limited to, the following:

Initial Activities
- Develop and implement a needs assessment instrument and methodology for the development of an effective Bulgarian Language Manual for use during Pre-Service Training.

- Review existing Language Manual from PST '95.
- Review existing Peace Corps language materials utilized in other Posts.
- Meet regularly with Language Coordinator to discuss ongoing issues concerning the design of the curriculum and the Manual.

Activities

- Design a competency-based PST language curriculum.
- Develop effective materials and resources to be used in the language teaching classroom, including, as appropriate, audio-tape materials.
- Develop guidelines for applying a variety of effective teaching methods compatible with competency-based language instruction and communicative language teaching techniques appropriate for adult learners.
- Develop specific language performance objectives and a schedule of course work for PST based on the time frame of the particular training design.
- Design approximately 30 lessons and relevant adjoining language materials which should incorporate language and cultural objectives and communicative learner-centered activities.
- Develop and present the first 10 lessons of the new Language Manual not later than 20 February, 1996. The second 10 lessons should be presented by 5 April and the last 10 lessons - not later than 15 May, 1996.
- The text of content of all lessons and audio-tape materials to be delivered on a diskette in Word 5.1 with illustration notes regarding layout.

PST Language Manual Layout Specialist

Duration & Period of Performance:

All activities associated with this activity are to occur between March 11, 1996 and May 31, 1996, for a total number of actual pages A4 not to exceed 250 pages, at a rate of 70 BL (seventy) per page. The payment will be executed three times, each payment being respective to the total amount of pages presented by the time of the payment. First payment will be made on March 29, the second payment will be made on April 30, and the third payment will be made on May 31, 1996.

Supervision and direction will be provided by Zoya Lubenova, Peace Corps Bulgaria Language Program Coordinator.

The overall objective of this activity is to design and format language lessons developed for the Bulgarian Language Manual. Specific activities and responsibilities include, but are not limited to, the following:

Duties and Tasks:

- Design the overall layout of the Bulgarian Language Manual and present it to the Language Coordinator for discussion.
- Format lessons designed and developed for the PST Bulgarian Language Manual.
- Scan pictures, if necessary.
- Meet regularly with the Language Coordinator and the Bulgarian Language Curriculum and Manual Team Members to discuss ongoing issues concerning the design of the Manual.
- The text to be formatted will be presented to the contractor on a diskette typed in Word 5.1 with illustration notes regarding layout.
- Format and present the first 10 lessons of the Language Manual not later than 29 March, 1996. The second 10 lessons should be presented by 30 April and the last 10 lessons - not later than 24 May, 1996.
- The formatted text of all pages to be delivered on a diskette in Word 5.1 for Macintosh.

PHILIPPINES MATERIALS DEVELOPER POSITION DESCRIPTION

This sample from the Philippines is a position description that does not specify appointment details like period of service or salary, but does provide other important information, such as who the developer will coordinate with and a breakdown of the specific tasks (such as proof-reading) that are an integral part of any materials development process.

Peace Corps/ Philippines
Statement of Work
Materials Developer

Position Title: Language Materials Developer
Reports to: Language Coordinator/Assistant
Coordinates with: Other Materials Developers

Position Summary: ***Responsible for the development, revision and proofreading of varied language materials for LI and PCT reference in Pre-Service Trainings.***

A. Professional Development and Preparation

1. Reads and reviews existing language materials and other references
2. Regularly and promptly attends meetings, problem solving sessions and team building activities.
3. Consults with Language Coordinator/Assistant Language Coordinator in his/her areas of major responsibility as stated in the job description.
4. Able to work independently and/or with other project staff.

B. Materials Development

1. Reviews existing language materials in the target language.
2. Develops/Revises core competencies.
3. Develops/Proofreads glossary based revised core competencies.
4. Reviews/completes language worksheets and puts them together on the form of a workbook.
5. Writes/Revises grammar notes per Pre-Service Training module.
6. Reviews/Revises taped lessons prepared in past trainings.
7. Prepares other instructional/reference materials i.e. newspaper reader, comic strips, folktales etc.
8. Proofreads developed materials prior to production.

C. Project Evaluation

1. Participates in the regular evaluation of the different phases of the project.
2. Discusses strengths and weaknesses of the project for the purpose of improving future materials development endeavors.

HOW TO DO IT

USING COMPUTERS TO WORK WITH TEXT AND PICTURES

ECAM has developed the following guidelines and suggestions about using the computer for desk-top publishing that will help you develop materials that are visually attractive and easy to revise.

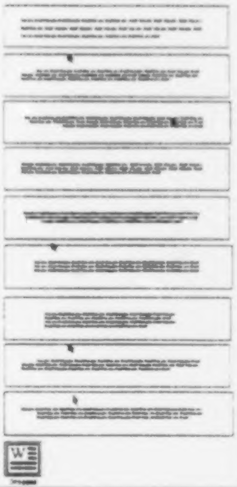
ASPECTS OF TEXT

There are two aspects to any text you write. The formal part, which is the font, its size and style, the layout of the text on the page, such as line spacing, spacing of the characters, spaces between paragraphs, etc. Then, there is the logical aspect, which is how your text breaks down to make chapters and subchapters. Then, your text also contains some accessories that make reading it easier, such as table of contents, index, headers and footers, lists of pictures.
Your computer can make your life significantly easier in all of the above. It will help you with the form, of course, but, while you still have to supply all the content, the computer will help you organize it into easily manageable sections and subsections (e.g. chapters, and subchapters). It will help you move around sections the way you like, and it will help you ensure consistent formatting for your chapter and subchapter titles, as well as other text and paragraph formatting that you use often. It will also help you prepare such things as an index and a table of contents with little more than one keystroke. This holds for documents anywhere between one and one thousand pages.

FORMAL ASPECTS OF TEXT

Character (Word, Sentence)	font	
	type	
	size	
	spacing	

Paragraph	border	
	background color	
	line spacing	
	justification	left
		right
		full
		centered
	space before/after	
	indent	whole paragraph – left/right
		first line
		all but first line (hanging)
	drop cap	

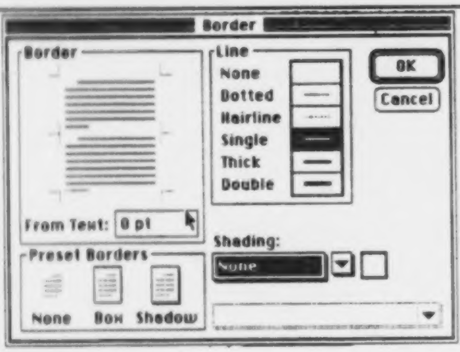


Page	format	(A4, Letter, Legal)
	margin	
	numbering	
	orientation	(portrait/landscape)
	footer/header	
	columns	
	tables	
	picture	

LOGICAL ASPECTS OF TEXT

Chapter	title
	number
	subchapters
Text accessories	front page
	table of contents
	index
	lists

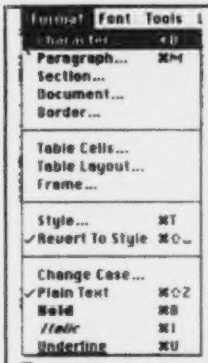
HOW TO FORMAT TEXT

What	**How**
Character	
Spacing between characters	**Format → Character → Spacing**
$_{\text{Subscript}}$ and$^{\text{superscript}}$	**Format → Character → Subscript/Superscript**
Typeface	Serif (Times, Palatino) SansSerif (Helvetica, Geneva)
Paragraph	
Background color	**Format → Border** 
Border	**Format → Border**
Line spacing	**Format → Paragraph (⌘ - M) / Toolbar** ▭▭▭
Alignment	**Format → Paragraph (⌘ - M) / Toolbar** ■▪▪▪
Indent	**Format → Paragraph (⌘ - M)** / Ruler (no indent); (left indent); (hanging indent); (first line indent); (right indent)
Drop cap	**Insert → Drop Cap**
Page/ Document	
Page Format	**File → Page Setup**
Margins	**Print Preview, Format → Document**
Orientation	**File → Page Setup**
Footer/Header	**View**
Page Number	**View → Footer (Print Preview)**
Columns	**Toolbar → , Format → Section**
Replace	**Edit**
Change text to table	**Insert**

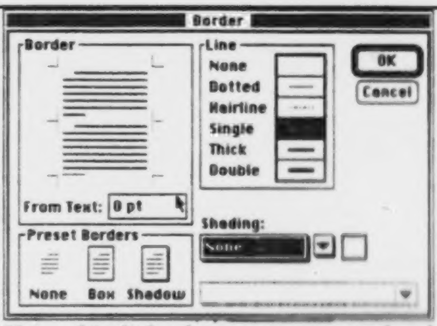
Border
Border
Line
None
Dotted
Hairline
Single
Thick
Double
OK
Cancel
Preset Borders
None
Box
Shadow
Shading:

From Text: 0 pt

Shading: None


Format
Font
Tools
Character...
Paragraph... ⌘M
Section...
Document...
Border...
Table Cells...
Table Layout...
Frame...
Style... ⌘T
✓Revert To Style
Change Case...
✓Plain Text ⌘⇧Z
Bold ⌘B
Italic ⌘I
Underline ⌘U

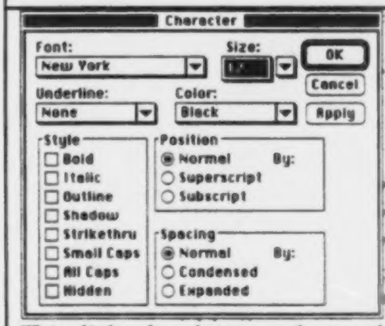
Format menu contains the most important items.


Border
Border
Line
None
Dotted
Hairline
Single
Thick
Double
OK
Cancel
Preset Borders
None
Box
Shadow
Shading:

From Text: 0 pt

Shading: None

Using this dialog box, you can put a border around a paragraph, a frame or a table. You can also change the background color.

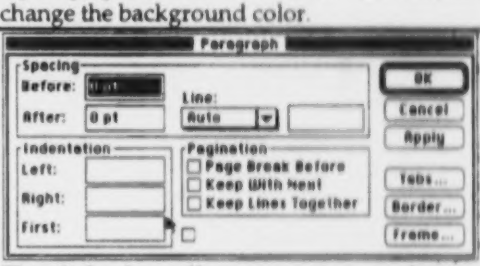

Character
Font:
Size:
Underline:
Color:
OK
Cancel
Apply
Style
☐ Bold
☐ Italic
☐ Outline
☐ Shadow
☐ Strikethru
☐ Small Caps
☐ All Caps
☐ Hidden
Position
● Normal
○ Superscript
○ Subscript
By:
Spacing
● Normal
○ Condensed
○ Expanded
By:

Font: New York

Underline: None

Color: Black

This dialog box lets you change the look of characters. Remember shortcut – M.


Paragraph
Spacing
Before:
Line:
OK
Cancel
Apply
Indentation
Left:
Right:
First:
Pagination
☐ Page Break Before
☐ Keep With Next
☐ Keep Lines Together
☐
Tabs...
Border...
Frame...

After: 0 pt

Line: Auto

This dialog box offers you options to change the settings of your paragraph such as indentation, space before and after, and line spacing. Remember the shortcut – M.

HOW TO WORK WITH PICTURES

WHAT CAN BE DONE WITH PICTURES?

Insert	Make it part of text	Insert Æ Picture
	Embed in text/ wrap text around	Insert Æ Frame
	Use subscript/superscript to level picture with text	
Resize	Select by clicking on the picture, hold down SHIFT and drag handle	
Crop	Click, drag handle without holding down SHIFT	
Edit/Change	Add/delete lines, circles, text	Double click (more in the manual)

WHAT KINDS OF PICTURES THERE ARE AND WHERE TO GET THEM

The best and easiest way to include pictures in your document, is to do it directly, with computerized pictures. The CD-Rom that accompanies this manual contains a large picture bank that has been developed by Peace Corps countries from around the world, and the images illustrate most of the competencies and cultural contexts that you are likely to need. It's a good idea for you to spend some time looking at what is already available on the CD-Rom. These images can be copied and pasted directly into you document.

The pictures that you only have on paper and want to use in your documents must be *scanned* in the computer. For that you need a *scanner* (it works similarly to the photocopier only the output goes directly to the computer). Some Peace Corps posts have a scanner available but it is always possible to have a local computer dealer scan pictures for a fee. With scanning and using existing pictures, you need to consider copyright issues.

USING STYLES

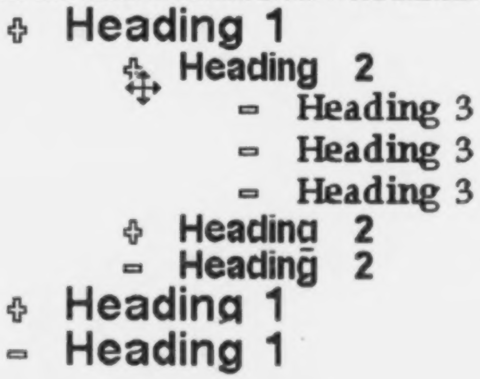
STRUCTURE OF DOCUMENT

Each of these components should have a style assigned.

- **Title**
- **Table of Contents (TOC)**
- **Heading 1[Bold, 24pt, Helvetica, 3 lines before, 3 lines after, centered, keep with next, page break before]**
- **Heading 2 - [...etc].**

Text

The *Heading* styles are predefined in some versions of Microsoft Word, and can be used for defining sections, which are then easy to move around (see box below). Styles also make it easy to consistently change formatting throughout the document. Also, Microsoft Word can generate a table of contents for any text defined with*Heading 1 - 9* style. Read more on styles and tables of content in MS Word manual.



- Heading 1
  - Heading 2
    - Heading 3
    - Heading 3
    - Heading 3
  - Heading 2
  - Heading 2
- Heading 1
- Heading 1

Outline view

You can move sections by dragging them up and down. You can also change level of individual sections.

Define Style	Format Æ Style, use a selection as a model
Redefine Style	Style pull-down menu Æ select style, and choose redefine Normal
Move Headings	View Æ Outline (drag on handle — if you move a heading in this way, all underlying text, including lower level headings, is moved)
Generate Toc	Insert Æ Table of Contents

DOS AND DON'TS OF REVISABILITY

People revise 99 percent of their documents, at some point. It can take a lot of time, or it can be done easily. All your documents share certain structure, such as title, section headings, and body text with different types of indent, justification, paragraph spacing, etc. If you later wish to change formatting of some frequently repeating feature (for instance, increase font size in all second level chapter headings), you either have to do it manually for each occurrence of the feature, or you if you used different styles for different components of your document (text, heading, list, table) all you have to do is change style definition, and the formatting changes accordingly, throughout the document.

DO...

BASIC RULES OF REVISABILITY

To ensure revisability of your documents, it is good to observe a few simple rules when writing your documents:

- Use styles for every type of text repeating throughout the document (e.g. headings, lists, text in tables, header/footer, body text, paragraphs following headings, etc.).
- Use tables for tabulated text.

DON'T...

FIVE CRIMES AGAINST REVISABILITY

Once you've tried to make changes to a document that was prepared without any regard to revisability, you will see how grave the following crimes are. Not using styles is bad, but any of the following take you back to the age of typewriter. So remember, NEVER use...

- ENTER to end lines (the computer will end the line for you)
- TAB to mark first line indent or hanging indent (set the ruler to do it automatically).
- more than one TAB together (set a tab mark on the ruler, or use table).
- more than one space except after a period(use TAB).
- two ENTERs to put extra space between paragraphs (use settings in the paragraph dialog box).

KEYBOARD SHORTCUTS

SHORTCUTS

When you're typing on the keyboard, having to reach for the mouse to perform simple commands disrupts your rhythm. Memorize the following shortcuts, and you will be able to work more efficiently. Observe your work habits. If you see that you're using a certain command too often, learn its shortcut. It is usually written next to it in the menu. Word 5.1 also lets you make your own shortcuts.

It is also recommended to use drag-and-drop function to move and copy text.

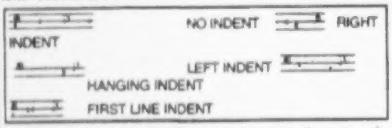
ESC--*cancel*
 – P *print*
RETURN *highlighted command*
 – O *open document*
 – Q *quit program*
 – N *new document/folder*
 – W *close window*
 – F *find*
 – S *save document*
OPTION, held down during start-up-*rebuilds desktop*

To speed up your common tasks, consider using *Glossaries* (or *AutoText* in Word 6.0). They allow you to quickly insert text and graphics that you use often. Read the manual for details.

Paragraphs

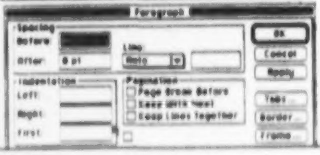
Use indent to do this: test text test text test text test text. Never TAB!

The same for this: test text test text test text test text. Never use TAB!



It is better to put spaces between paragraphs using the PARAGRAPH dialogue window from FORMAT menu.

All options for formatting paragraphs are in the PARAGRAPH dialogue box in menu FORMAT. Including borders and shaded background.

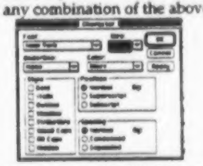


Characters

Go to **FORMAT/CHARACTER** to do:

outline, **shadow**, $^{\text{superscript}}$, $_{\text{subscript}}$, SMALL CAPS, ~~strikethrough~~, underline, expanded spacing by 3 pt, condensed spacing by 1pt, raised by 3 pt, lowered by 3 pt

Or any combination of the above.



Use different fonts to highlight parts of text. E.g. Helvetica for titles and Palatino for body text.

(this is the difference between *serif* and *sans serif*, fonts without serifs, such as Helvetica stand out more in a text)

(Never use more then one serif and one sans serif font in one text!)

Select the right keyboard layout in the KEYBOARDS Control Panel

Troubleshooting tips

- Rebuild your desktop from time to time by holding down apple and option during start-up
  - Do this especially if clicking on a document icon doesn't start the application that created it (provided you have the application in your computer).
- If there's a problem with you computer try to solve it doing the following:
  - Restart with the extensions turned off (hold down SHIFT during start-up)
  - If the problem disappears, you know that some of you extensions are in conflict or your preference files are corrupted
  - Delete all preferences in your system folder that you know you don't need (your computer will automatically create new ones — some preferences may contain important data, e.g. QuickMail)
  - restart and if the problem remains
  - take your extensions out one at a time and restart after each, when the problem disappears you have found your conflicting extension (if you have the EXTENSIONS MANAGER control panel, you can use it for this)
  - try removing the extension or replacing it with a new one
  - if the problem remains even with extensions off, contact professional help

Never evers

- never turn off your computer directly (go to the SPECIAL menu and choose SHUT DOWN, then turn the computer off)
- never use RETURNs to end lines (the computer will end the line for you)
- never use spaces to offset text (use TABs or indent instead)
- never use TABs for first line indents (set the indent on the ruler -)
- never use TABs for hanging indents (set the indent on the ruler -)
- never use RETURNs to get to the next page (use INSERT/PAGE BREAK instead)
- never put more than one TAB together (set a tab mark on the ruler, or use table)
- never put more than one space except after a period (use TAB)
- never use two RETURNs to put extra space between paragraphs (use settings in the paragraph dialog box)

Headers and Footers

Headers and footers are text that appears at the top or bottom of every page in your document

To insert a footer or a header

- choose VIEW/HEADERS AND FOOTERS while in the NORMAL view
- type the text or insert a picture
- click the CLOSE button

What can be put in the footer

- page number (click the page number button)
- picture
- border

How to make the first page different

- choose FORMAT/DOCUMENT
- check the DIFFERENT FIRST PAGE check-box

In Word 6.0, it is also possible to have different odd and even footers and headers. You can also put the title of the chapter there, the total number of pages, and many others.

Styles

What is style?

Every paragraph in Word is formatted. Sometimes the formatting is very complex. For instance (**bold**, **Helvetica**, *centered*, 2 lines before and 1 line after). If you want to have a number of paragraphs to be formatted identically, you make a style that you can then apply to each paragraph.

What do styles do?

- keep *consistent formatting* throughout a long and complex document, or through all your documents
- *change* all paragraphs with identical formatting and a style assigned by changing the definition of the style
- create *Table of Contents* with a simple command using the pre-defined HEADING 1 – HEADING 9 styles
- move, promote / demote *sections* in the OUTLINE view

How to define a style?

You define styles by giving an example

- format one paragraph as you want all the paragraphs with the style to appear
- click in the style pull-down menu on the bottom toolbar and type the name of the style
- hit RETURN and confirm the definition

How to change the definition of a style?

- change formatting of one paragraph with that style
- select the style from the style pull-down menu
- confirm that you *Want to redefine style based on selection*

Importing Word 6.0

If you have *Word 6.0 for Macintosh&Windows* file in you Word Commands folder, you can open Word 6.0 documents in Word 5.1.

- open Word 5.1 one and choose FILE/OPEN
- in the pull down menu DISPLAY FILES OF TYPE: choose ALL
- open the desired document
- it will appear in an untitled window

If you don't have the *Word 6.0 for Macintosh&Windows* file, place it in the WORD COMMANDS folder in your WORD 5.1 folder, and quit Word and start it again.

Quick Email

What is the difference between *email* and *QuickMail*

Email is short for *electronic mail*. It means sending messages via a computer network. The application used in Peace Corps for e-mail is called QuickMail.

What you can do in *QuickMail*

- send a simple message to anybody connected to QuickMail
  - click on the NEW button
  - select a form you want to use
  - click anywhere in the gray are with the TO: field
  - address the message by dragging the adressee's name(s) into the TO: or CC: boxes and click OK
- enclose a file with your message
  - click on the button with a paper clip
  - select files you want to enclose and click Enclose
  - click OK

Making Your Computer Faster

There a few basic rules to observe:

Computer in general

- rebuild your desktop from time to time by holding down OPTION, ● during start up
- remove all unnecessary extensions
- increase memory allocated to your applications
  - click on the application icon once
  - from menu FILE choose GET INFO
  - type in a higher number into to the recommended box (CAUTION: It must be 2 MB less than the total memory in your computer)

MS Word 5.1/6.0

- make sure that you are working in the NORMAL view (VIEW/NORMAL) — PAGE LAYOUT is only if you want to view and edit multiple columns, or pictures in frames, otherwise it is much slower
- in TOOLS/OPTIONS, select VIEW and check the PICTURE PLACE HOLDERS checkbox; it will only display empty frames for pictures, and the scrolling will be faster
- in Word 6.0 only: in TOOLS/OPTIONS/VIEW check the DRAFT FONT option; work with the document will be faster but you won't be able to see a lot of the formatting

Columns

There are two types of columns. Parallel, for which you use tables, and Newspaper-like for which a special feature of Word is used.

Mark the section where you want multiple columns:

- position the insertion point where you want your two columns to start
- choose INSERT/SECTION BREAK
- do the same where you want you section to end

Tell the computer how many columns you want

- position the insertion point between the two section breaks and click on an icon with two or three columns
- to set additional options choose FORMAT/SECTION
- in the dialogue window you can set the gap between two columns

CAUTION: Make sure that the section has the NO BREAK option set up. Otherwise, your columns may start on a new page even if you don't want them to.

TO VIEW: You either have to be in the PAGE LAYOUT view or print preview to view columns as they will be printed. In NORMAL view, you only see a single column.

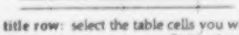
Tables

To begin a table: Click on the table icon ( ) and drag to select how many rows and columns you want! **To precisely set the table:** go to **Insert** menu and select **Table**!

To put a border around a table: select the cells you want to have border around ⇒ go to the **Format** menu and select **Border** ⇒ in the **Line** section select what kind of line you want ⇒ in the **Border** section click on the lines which you want to have a border around!

To insert and delete cells: select the cells you want to delete (or how many you want to insert) ⇒ go to **Format** menu and select **Table Layout** ⇒ click the **Insert** or **Delete** button.

To resize column width: select the cell(s) you want to resize ⇒ click on this icon on your toolbar ⇒ the ruler changes to what you see below ⇒ hold down SHIFT and drag this icon on your ruler until it is where you want your column to end ⇒ release your mouse button and the column will be revised!



To make a title row: select the table cells you want to use for title ⇒ go to **Format** menu and select **Table Layout** ⇒ make sure the ● **Selection** button is selected ⇒ click the **Merge** button!

Pictures

You can insert a picture either from your disk, or from another documents

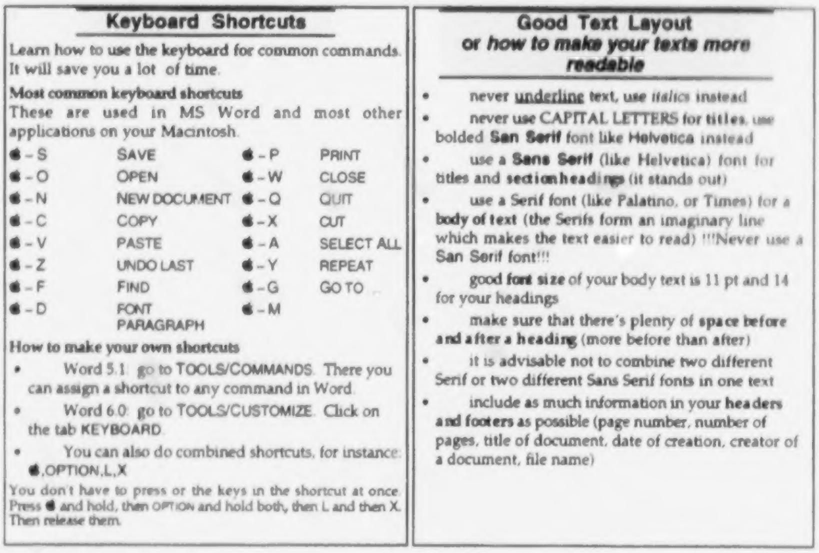
From another document ⇒ select the picture in the document by clicking on it once and choose **Copy** from the Edit menu ⇒ position the insertion point where you want you picture to be and select Paste from the Edit menu!

From the hard disk/CD-ROM ⇒ position your insertion point where you want the picture to appear ⇒ select **Picture** from the **Insert** menu and find your picture on the disk ⇒ double click it to insert!

To change the size of your picture ⇒ click on the picture once ⇒ in the right bottom corner, two black boxes appear ⇒ hold down SHIFT and drag the boxes until the picture is the right size ⇒ release your mouse and SHIFT

Except for size and font, you can do everything that you can do with a character also with a picture.

To put text around picture (or to **embed picture**) you have to insert frame. Select the picture by clicking on it once ⇒ Go to **Insert** and choose **Frame**! You will be switched to Print Preview ⇒ move the object to where you want to have it and the text will wrap around it! **To format the frame** go to **Format** menu and choose **Frame** ⇒ in the dialog window, you can change the width and precise position of your frame, and distance of the frame from text around it. You can also remove the frame and change its position.



Keyboard Shortcuts

Learn how to use the keyboard for common commands. It will save you a lot of time.

Most common keyboard shortcuts

These are used in MS Word and most other applications on your Macintosh.

– S	SAVE	– P	PRINT
– O	OPEN	– W	CLOSE
– N	NEW DOCUMENT	– Q	QUIT
– C	COPY	– X	CUT
– V	PASTE	– A	SELECT ALL
– Z	UNDO LAST	– Y	REPEAT
– F	FIND	– G	GO TO
– D	FONT PARAGRAPH	– M	

How to make your own shortcuts

- Word 5.1: go to TOOLS/COMMANDS. There you can assign a shortcut to any command in Word.
- Word 6.0: go to TOOLS/CUSTOMIZE. Click on the tab KEYBOARD.
- You can also do combined shortcuts, for instance: ,OPTION,L,X

You don't have to press or the keys in the shortcut at once. Press and hold, then OPTION and hold both, then L and then X. Then release them.

Good Text Layout
or how to make your texts more readable

- never underline text, use *italics* instead
- never use CAPITAL LETTERS for **titles**, use bolded **San Serif** font like **Helvetica** instead
- use a **Sans Serif** (like Helvetica) font for titles and **section headings** (it stands out)
- use a Serif font (like Palatino, or Times) for a **body of text** (the Serifs form an imaginary line which makes the text easier to read) !!!Never use a San Serif font!!!
- good **font size** of your body text is 11 pt and 14 for your headings
- make sure that there's plenty of **space before and after a heading** (more before than after)
- it is advisable not to combine two different Serif or two different Sans Serif fonts in one text
- include as much information in your **headers and footers** as possible (page number, number of pages, title of document, date of creation, creator of a document, file name)

LC
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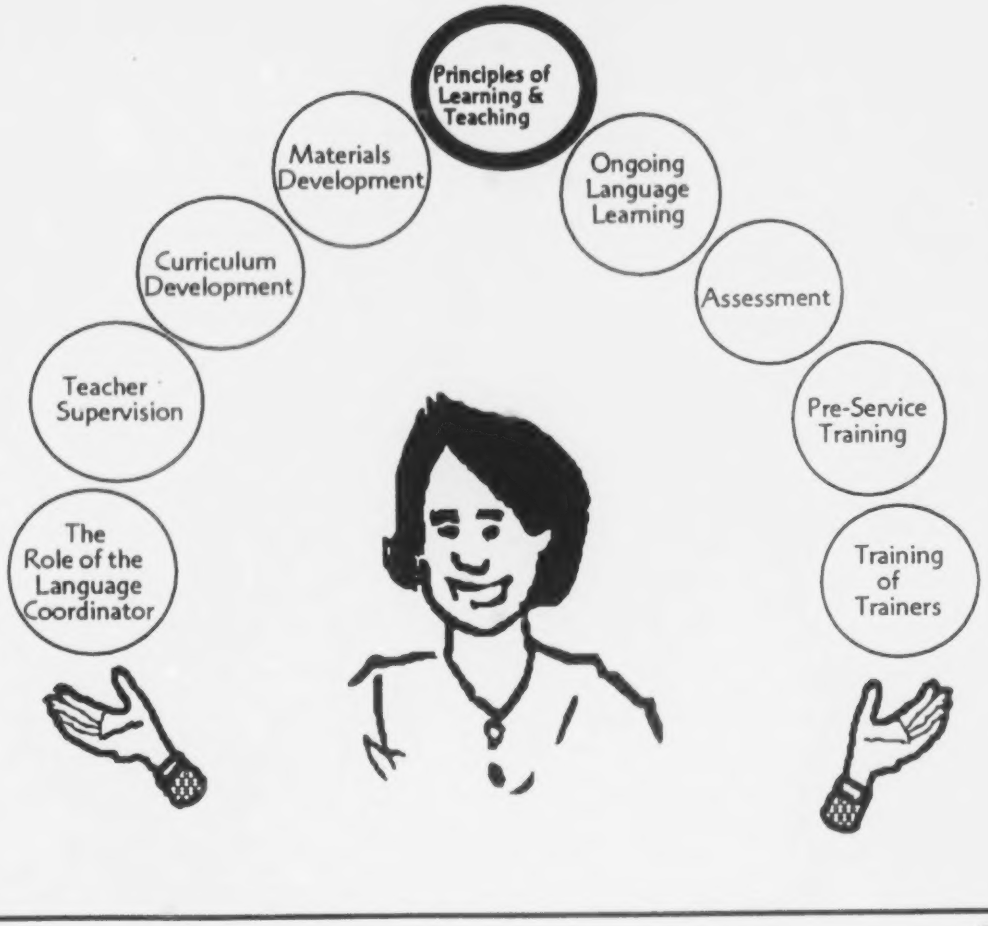
**LANGUAGE
COORDINATORS
RESOURCE
KIT**

SECTION FIVE

PRINCIPLES OF LEARNING AND TEACHING


Principles of Learning & Teaching
Materials Development
Ongoing Language Learning
Curriculum Development
Assessment
Teacher Supervision
Pre-Service Training
The Role of the Language Coordinator
Training of Trainers

Peace Corps
Information Collection and Exchange (ICE)
ICE Publication Number T0095
February 1998

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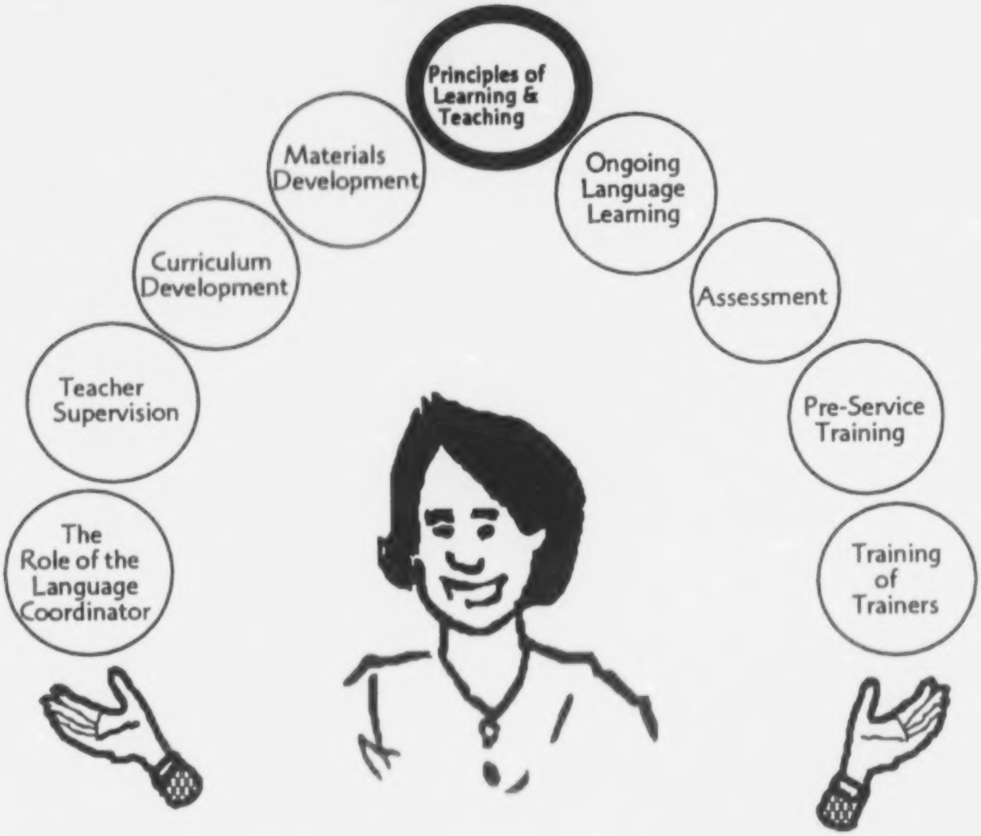
LANGUAGE COORDINATORS RESOURCE KIT

SECTION FIVE

PRINCIPLES OF LEARNING AND TEACHING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ICE Publication Number T0095
February 1998

INFORMATION COLLECTION AND EXCHANGE

Peace Corps' Information Collection and Exchange (ICE) makes available the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts to development organizations and workers who might find them useful. ICE collects and reviews training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps-generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

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Information Collection and Exchange
1990 K Street, NW - 8th Floor
Washington, DC 20526

Add your experience to the ICE Resource Center. Send your materials to us so that we can share them with other development workers. Your technical insights serve as the basis for the generation of ICE manuals, reprints, and training materials. They also ensure that ICE is providing the most up-to-date, innovative problem solving techniques and information available to you and your fellow development workers.

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LANGUAGE COORDINATORS RESOURCE KIT

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PRINCIPLES OF LEARNING AND TEACHING

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OVER VIEW

SECTION FIVE: PRINCIPLES OF LEARNING AND TEACHING

COMMONLY ASKED QUESTIONS ABOUT LANGUAGE LEARNING

Peace Corps training programs around the world have been teaching hundreds of languages to thousands of Volunteers since 1961. In some countries, Peace Corps has been the first to ever teach a particular language formally. In others, Peace Corps has been the first to teach the language according to principles of communicative language teaching and competency based- instruction. Because of its experience with such a number of languages (over 200) and the variety of contexts for teaching, Peace Corps has had to find reliable answers to the important questions about the language learning process that are most frequently asked by learners and teachers.

You can use this information, adapted from *Language Learning Strategies for Peace Corps Volunteers* , to answer questions that the Trainees and language instructors in your program often ask.

CAN ADULTS LEARN FOREIGN LANGUAGES?

It is commonly thought that children are the best language learners, and that it is very difficult, if not impossible, for older people to learn a new language. In fact, that is not true. Research shows that there is no decline in the ability to learn as people get older. Except in the case of hearing or vision loss, the age of the adult learner is not a major factor in their ability to learn a new language. Negative stereotypes of the older learner as a poor learner, and inappropriate learning and teaching strategies are the greatest obstacles to adult language learning.

In some ways, adults are better language learners than children. Adults have developed learning strategies and have more experience in learning. Children give the appearance of learning languages more easily because they are better at pronouncing them. Adults almost always have a foreign accent when they learn a new language, while children do not. We also expect less of children. When they learn a little, we are pleased. Adults, though, have greater expectations of themselves and others as language learners, and easily become discouraged if they do not learn rapidly. But children do not necessarily learn faster, and many older adults have successfully learned second and third languages.

WHAT IS THE BEST WAY TO LEARN A LANGUAGE?

There is no "one and only" way that works for everybody. Learning a language is a highly individual process and consists of a combination of factors. The most important factor is not the teacher or the course. The most important factor is the learners, and their contribution to the process of learning. Learner's motivation, reason for learning the language, need to communicate, and attitude are all very important.

Although there is no single ideal way to learn a foreign language, it helps considerably to try to find opportunities to practice the language, especially speaking and listening. Shyness and fear of using the new language can considerably slow your progress. Try to develop a comfortable and worry-free approach; for example, in attitude toward mistakes.

CAN LEARNERS AVOID MAKING MISTAKES?

One of the biggest problems that language learners must overcome is their hesitancy to make mistakes. They naturally want to express themselves well, but the truth is that there is no way to learn a language without making plenty of mistakes. One must practice to learn, and when you practice you will make errors. But usually you will be understandable, even with some mistakes. And the more you speak, the better your foreign language becomes. So learners need to overcome their shyness and use the language they are learning!

Do not be afraid of mistakes. Even when native speakers smile at learners' performance, remember that it is usually a friendly smile and they admire learners for their effort as well as for what they have already achieved in the new language. Native speakers generally focus their attention on the content of the message and not on the performance or grammar. Look at errors as part of the learning process and do not let them discourage learners from practicing. Without practice they cannot be successful. Later in this Resource Kit we will talk more about how to classify errors and use them to help students learn better.

WHAT SHOULD LEARNERS DO WHEN THEY DON'T UNDERSTAND SOMETHING?

Guessing is a very important part of foreign language learning. Even very advanced learners have to rely on guessing. Do not get discouraged or frustrated when a guess is wrong. The more learners try the better they will become. After some practice they will find that it is not necessary to get the meaning of every word or phrase in order to understand the message. Learn to treat uncertainty as part of the process of language learning. Relate guessing to a specific situation, sentence context, and speaker's intention. If learners don't understand, they should ask for clarification of words or phrases which are not clear.

HOW LONG WILL IT TAKE TO LEARN A NEW LANGUAGE?

This question cannot be answered in one sentence for all learners and all languages. Achieving fluency in a foreign language depends on many factors. There are "easier" and "more difficult" languages for an English speaker. There are languages in which it is much easier to master speaking and listening skills than reading and writing skills and vice versa. There are also different types of learners. Some want to be perfect, want to rely on familiar rules and structures, and do not want to use the language unless they are confident about how they are going to perform. Others are afraid to appear ridiculous and slow down their learning by denying themselves opportunities to practice. Still others are impatient, want to learn everything at once, and get discouraged by lack of immediate results. Some learners are rule-oriented, while others rely on intuition. Some are shy, while others are sociable. Some have been exposed to foreign languages before, while for others it is the first foreign language experience. It is not possible to predict how much time achieving fluency will take, since it is a very individual process.

You will be safe if you do not expect too much at the beginning stage. Set realistic objectives that you can fulfill, and do not let yourself get discouraged. You can avoid developing a negative attitude toward teaching or learning a language when you realize that success comes slowly, step by step, at each stage of learning.

WHY ARE SOME LEARNERS MORE SUCCESSFUL THAN OTHERS?

Success in learning a foreign language depends on many factors. One is the learner's native ability to learn a foreign language. Another is previous experience learning new languages. Yet another is strong motivation and a positive attitude. Finally, appropriate learning strategies are very helpful for foreign language learning. Your In-Country Resource Center has materials to help you expand your repertoire of language learning strategies.

WHAT ARE STRATEGIES FOR LEARNING FOREIGN LANGUAGES?

Learning a foreign language is facilitated by using certain techniques or strategies which help learners to achieve particular goals. For example, in order to memorize new words learners might repeat them aloud or associate them with images in their minds. In other words, they use *a specific strategy* to memorize vocabulary.

Many strategies are helpful in learning a foreign language. Some are most useful for learning speaking skills, while others work best for reading skills. Some are most effective at the beginning stage, while others are preferred by advanced learners. Some strategies work well with systematic, organized students, while others are preferred by learners who rely on their intuition and use their imagination.

OTHER SOURCES OF INFORMATION ABOUT LANGUAGE LEARNING

These are answers to some of the most common questions that Trainees and Volunteers ask, but there will be many others. It is up to the Language Coordinator to guide learners and instructors to reliable resources and references about language learning. What these individuals believe about language learning will have a powerful influence on how they go about studying lessons or teaching them. Materials in this section can be helpful, as well as reference materials for TEFL PCVs and such books as *How To Be a More Successful Language Learner* (TR089) and *Language Learning Strategies for Peace Corps Volunteers* (R0069).

WHAT THIS SECTION CONTAINS

This section contains:

- basic information about principles and philosophy of Peace Corps training, adult learning and Peace Corps approaches to language training.
- basic concepts in communicative, competency-based language teaching.
- techniques of successful classroom management.
- proven language learning activities.
- useful resources that can help you in your job.

WHAT NEEDS TO BE DONE

IDENTIFYING YOUR OWN LEVEL OF KNOWLEDGE ABOUT THE PRINCIPLES OF LANGUAGE TEACHING AND LEARNING

People come into Peace Corps Language Training from many different kinds of backgrounds. Some have a lot of practical experience, but little formal training. Others have advanced degrees in linguistics but may never have had experience teaching the language or teaching it to adult learners. So everyone involved in language teaching has a different set of areas of skill or knowledge that they need to supplement with additional information.

In order to help you assess what you need more information on, we have developed this brief checklist of some of the basic ideas and issues that Peace Corps has learned about language teaching over the years. For each of the items below, select the letter of the response that best describes your individual level of knowledge and your ability to apply that knowledge to your work:

In each of the areas listed below, select the letter of the response that best describes you current level of understanding and expertise:

A. **I understand these concepts, and apply them to my program.**
B. **I understand these concepts, but can't apply them to my program.**
C. **I don't fully understand these concepts, and can't apply them to my program.**
D. **I don't think these concepts are important to my program.**

Items that you marked with a B or C will probably need further exploration and study.

KNOWLEDGE OF LEARNING THEORIES AND LANGUAGE TEACHING TECHNIQUES

1. I am aware of the relevant issues of training and adult language learning and their impact on the design and implementation of my program in these areas:

____ Peace Corps training philosophy and goals
____ Peace Corps language training philosophy and goals
____ Adult learning and experiential learning
____ The four learning styles
____ 4MAT Lessons
____ Special needs of adult and problem language learners
____ Competency-based language teaching
____ Communicative approaches to language teaching
____ Differences between language learning and language acquisition and the implications of these differences in the classroom
____ Applying communicative language teaching to grammar and pronunciation
____ Common language-teaching methodologies and techniques including Total Physical Response and the Audio-Lingual Method

3. ____ I know the basic issues involved and techniques for managing a learner-centered classroom and can demonstrate these techniques to my teaching staff.

4. ____ I have a large repertoire of classroom activities to practice and apply the language content in and out of the classroom. These activities appeal to a range of students with differing learning styles and strategies.

5. ____ I know the relevant strategies for effective self-directed language learning and can communicate these to my teaching staff and provide the trainees with structured practice using these strategies.

6. ____I know the basic terminology of my profession -- both as a language trainer and as a Peace Corps trainer.

7. ____ I know about additional Peace Corps resources that are available to me and how to access them.

USEFUL INFORMATION

WHAT IS PEACE CORPS?

WHAT IS PEACE CORPS?

Since 1961, Peace Corps Volunteers have been sharing their skills and energies with people in the developing world. They are helping these people learn new ways to fight hunger, disease, poverty, and lack of opportunity. In return, Volunteers are seeing themselves, their country, and the world from a new perspective.

It is a world that has changed dramatically since John F. Kennedy issued an Executive Order to create the Peace Corps on March 1, 1961. Over 150,000 Americans have been Peace Corps Volunteers since it began. At the invitation of host governments, Volunteers have served in more than 100 countries. The Peace Corps is the only American government agency that places its people--the Volunteers--in communities to live and work directly with the people of developing nations.

Today approximately 7,000 Volunteers are working in over 90 countries. They spend two years of their lives working directly with the people of those nations to make life better.

WHAT ARE THE THREE GOALS OF PEACE CORPS?

The Peace Corps was created to promote world peace and friendship. Specifically, its goals are:

- to help the people of interested countries meet their need for trained men and women;
- to help promote a better understanding of the American people on the part of the people served;
- to promote a better understanding of other people on the part of the American people.

WHO ARE PEACE CORPS VOLUNTEERS?

The Peace Corps Volunteers are men and women with dozens of different skills. Three to five years of work experience and/or a college degree are required--as is a serious commitment to help. Specifically, Peace Corps Volunteers have backgrounds as: agriculturalists, natural resource managers (foresters), teacher trainers, liberal arts generalists, fishery specialists, engineers, business people, nurses and other health professionals, home economists, skilled trades people, and educators.

Any healthy adult U.S. citizen is eligible for consideration. Volunteers come from all ethnic backgrounds and may be any age from 19 to 90. There is no age limit for serving. Married couples may serve as Volunteers if both can work and are qualified.

WHAT DOES PEACE CORPS REQUIRE FOR LANGUAGE LEARNING?

For many assignments, a language other than English is required. The U.S. law that established the Peace Corps states that Volunteers must learn the language sufficiently to carry out their work. Since previous knowledge of another language is not required of applicants, Peace Corps provides intensive language training for new Volunteers.

WHAT DO PEACE CORPS VOLUNTEERS DO?

Volunteers work for their host country government department, agency, or organization. They are supervised by and work with host country nationals. They are subject to local laws.

A living allowance in the local currency is issued to Volunteers to cover housing, food, essentials, and a little extra spending money. When service is completed, Volunteers receive a small readjustment allowance to help them resettle in the U.S. Although no one becomes wealthy as a Peace Corps Volunteer, most former Volunteers say that it is one of the most significant experiences in their lives.

THE THREE GOALS OF PEACE CORPS

1. TO HELP THE PEOPLE OF INTERESTED COUNTRIES MEET THEIR NEEDS FOR TRAINED MEN AND WOMEN.

2. TO HELP PROMOTE A BETTER UNDERSTANDING OF THE AMERICAN PEOPLE ON THE PART OF THE PEOPLE SERVED.

3. TO PROMOTE A BETTER UNDERSTANDING OF OTHER PEOPLE ON THE PART OF THE AMERICAN PEOPLE..

PEACE CORPS TRAINING PHILOSOPHY AND GOALS

This material was developed for the *PATS Manual* to provide an overview of the basic assumptions behind Peace Corps training. It is a compilation of materials and ideas that have been used successfully in Peace Corps countries worldwide and that present proven models and examples consistent with Peace Corps guidelines for training design and documentation formats. It is not a directive that all posts must follow exactly. It does not provide standard answers or predetermined specifics for training designs or schedules. These things must be developed in country to meet the particular needs of the project and tasks for which Trainees and Volunteers have been recruited.

OVERVIEW OF PEACE CORPS TRAINING

- Training is a critical element of the Peace Corps Volunteer (PCV) support system. Through the various training activities that occur, Volunteer skills and knowledge are enhanced, appropriate attitudes are delineated, and an understanding of the host culture is achieved. All of these can positively impact the effectiveness of a project through improved technical, language, and cross-cultural skills of PCVs.
- Training refers to all of the learning activities that occur over the course of a Volunteer's involvement with Peace Corps (PC) Peace Corps training is considered to be an on-going 27-30 month process which begins when invitational materials are received by the applicant and continues throughout Volunteer service. The PC training process is a continuum that usually includes:

- Invitation Packet
- Pre-Departure Orientation (PDO)
- Pre-Service Training (PST)
- In-Service Training (IST)
- Mid-Service Conference (MSC)
- Close of Service Workshop (COS)

- Although training is often thought of in terms of specific events, it may also involve learning though informal contacts, newsletters, personal health and safety activities, and other experiences or resources with which the Volunteer comes into contact during a PC tour.
- At each post, one staff member is delegated authority by the Country Director to oversee all training operations. The title of the staff member selected may vary from post to post, but the overall training responsibilities are similar. In some countries, the Programming and Training Officer (PTO) is given this assignment; in others, an Associate Peace Corps Director (APCD); and in others a Training Director (TD) is assigned. Whatever the title, this person is responsible for ensuring the successful design, implementation, and evaluation of post training activities. This responsibility does not necessarily require active involvement in all training events/activities, but may involve responsibility for managing contractors, PC staff, and any others who provide training to PCVs.

TRAINING PHILOSOPHY

- The process of Peace Corps training is based on the principles of experiential adult learning. These methodologies and techniques demonstrate respect for each trainee and trainer as adults possessing valuable individual experiences and skills. As you develop training programs, strive to build on this knowledge and involve both the Trainees and trainers in the learning and teaching process.
- The content of training is largely determined by the knowledge, skills and attitudes required to implement the project in question.
- All Peace Corps training events should:
  - represent collaborative efforts between Peace Corps staff, host agencies, training contractors and Volunteers.
  - develop the knowledge, skills, and attitudes required by PCV's to successfully implement projects and to integrate into their communities.
  - present and/or reinforce a model of the development process that promotes self-sufficiency, community needs assessment and recognition, problem analysis, critical thinking, and problem solving.
  - integrate each component within a given training event and build upon previous training events.
  - include mechanisms for evaluation of Trainees and Volunteers, immediate feedback, and constructive recommendations.

As you develop PSTs, conduct training program evaluations, or complete any training-related task, incorporate this philosophy into your work.

PEACE CORPS TRAINING GOALS

Even though training for Volunteer assignments varies greatly according to project need, common goals weave through every training program and event. These common goals, developed by Peace Corps trainers, are listed below.

- To provide Volunteers and Trainees with basic technical, cross-cultural/community, language, and personal health and safety skills that allow them to serve effectively as they live and work productively and positively with host country people.
- To help Volunteers and Trainees understand the development process, including the involvement of women and youth.
- To model an approach to development by providing training that encourages critical thinking, creative problem solving, information gathering and analysis, flexibility, patience, professionalism, and self-sufficiency.
- To develop in Volunteers strong skills permitting them to function effectively in helping others to define and solve problems.
- To enhance Volunteers' understanding of the most productive ways to develop counterpart and co-worker relationships, and to demonstrate the value and methods of sharing knowledge.
- To increase Volunteers' knowledge and understanding of the Peace Corps mission and the project development process, as well as general Peace Corps and country-specific policies.
- To provide Volunteers with tools to manage the communication process effectively by utilizing listening skills, feedback, and non-verbal communication.
- To provide Volunteers with effective skills for making a transition to a new culture using observation, information gathering and validation.
- To provide Volunteers with skills that enable them to manage loneliness, isolation, and stress effectively, and to follow the principles of basic nutrition, hygiene, and personal health and safety.
- To assist Volunteers in understanding their technical assignment and in developing the skills necessary to perform their jobs.
- To provide Trainees with a clear understanding of what is expected of them as Volunteers; enabling them to set personal and professional goals and to measure their progress in achieving these goals.
- To expose Trainees to the realities of being a Volunteer.
- To assist Volunteers at the close of their service by facilitating their re-entry into the United States.

UNDERLYING ASSUMPTIONS

Inherent in the Peace Corps training philosophy and goals are underlying assumptions, stated as ideals towards which Peace Corps training constantly strives. These assumptions can be summarized as follows:

- Quality world-wide training requires:
  - a shared philosophy and policy;
  - a common set of minimum standards and appropriate evaluation instruments; and sufficient central management structure to support, maintain and evaluate delivery of training services.
- Training is a dynamic process, requiring continuous assessment and revision.
- Each post must assign overall responsibility for the in-country training program to one staff member in order to ensure consistent quality and follow up from one event to another.
- Peace Corps promotes staff development through TOTs and workshops, with the goal of enhancing the capacity of trainers to design and deliver integrated training programs.
- The link between training and programming is critical. Training designs must be based on the specific competencies required for PCVs to effectively implement projects.
- A training program based on defined competencies and behavioral objectives allows both staff and Trainees an opportunity to measure their progress in achieving those competencies.
- Adult learning methodologies and techniques are ideally suited to achieving PC training goals, and can provide a model for PCVs in their own attempts to transfer skills and knowledge.
- Training is a continuous process, covering the entire period of PCV service. Although the major portion of training is provided during PST, initial training cannot address all of the training needs of PCVs. Events, such as ISTs, held during PCV service are designed to focus on the specific training needs of current PCVs.
- Staging and the PST involve a qualification process: Trainees do not automatically qualify for service. Trainees must demonstrate proficiency in the basic competencies, both personal and professional, required to successfully interact in their communities and perform effectively in their site assignments.

USEFUL INFORMATION

PEACE CORPS LANGUAGE TRAINING

GOALS

Peace Corps language training has three kinds of goals: achievement of competencies, proficiency level attainment, and language learning skills development. First, Peace Corps language training aims to provide Trainees and Volunteers with the specific competencies that are required in their living and work situations. These competencies, determined through on-going needs assessments, comprise many of the objectives of language the language training curriculum during Pre-Service Training. Second, Peace Corps language training in many countries helps Trainees reach a minimum proficiency level as part of the requirements for being sworn in as Volunteers. Attainment of oral proficiency is measured by a standard oral proficiency interview conducted by trained testers. Third, recognizing that language learning is a long-term process, Peace Corps promotes the development of continuing language learning skills during Pre-Service Training. After swearing in, Volunteers manage their continued language development by employing language learning strategies, working with tutors, and using self-study materials.

METHODS

The competency-based approach has been adopted for Peace Corps language program curricula worldwide because it bases the language program content on learners' needs. However, the competency-based approach does not dictate any single method of teaching. Because there is no single best way to learn a language and because learners have many different learning styles, Peace Corps does not endorse any one methodology for language teaching. Basically, instructors should employ a variety of methods, based on the most recent professional standards. Current training of Peace Corps language teachers includes methods and techniques based on the Natural Approach, the Communicative Approach, and elements from the Audio-Lingual method.

LISTENING FIRST

For beginning level learners, sessions early in PST and introductory portions of most lessons in the PST should emphasize listening skills, not forcing learners to repeat new material immediately. Students should be required at times to listen to new material without being able to see it written out. This will help them avoid becoming too dependent on the written form of the new language. Learners need to develop an ear for the sounds of the new language. During the course of the PST, the emphasis on speaking and writing may increase.

READING

Educated Americans are used to learning through print material and will not be satisfied with speaking and listening activities only. Although lessons should emphasize the speaking and listening skills our learners need to master most, instructors should also include reading and writing activities that support the oral lessons. Worksheets and other writing exercises can be given for homework from the very start. For many languages, developing reading skills is key for Volunteers to continue to learn the language.

VARIETY WITHIN AN ORGANIZED LESSON

Lessons should contain a variety of activities in order to appeal to different learning styles. This variety should be provided in a four-step sequence of activities which reflect current understanding of adult learning and of language acquisition.

- First, lessons should begin with non-stressful review and warm-up activities which focus learners on previously studied material in a personal, enjoyable way.
- Second, the lesson should proceed to introducing new material, relating it to previously learned items and to the students' needs.
- Third, and most important, the lesson should engage learners in extensive practice with the new material.
- Finally, there should be an attempt to have the learners use the new language in a creative way, using or simulating outside the classroom settings. Lessons should progress from activities which the teacher dominates or controls to activities in which the learners have more control over choices, setting their own pace and deciding what they will say. Students must progress beyond simple repetition of pre-formulated dialogs.

GRAMMAR

Grammar is an important aspect of the language program, but it is not the overriding goal of the program to produce speakers who can explain their new language in terms of its systems. Rather, grammar explanations and practice activities (drills and written exercises) should be linked to the real-life purposes for which the student is learning the language, what we are calling the competencies. Grammatical accuracy is more important as students' proficiency increases and as more formal contexts are treated, e.g., introducing oneself at a meeting. Instructors need to provide students with *practice* with structures. Students can consult grammar reference materials for explanations in English.

LEARNER RESPONSIBILITY

Peace Corps encourages learners to take an active role in their learning through keeping language notebooks, discussing their learning with their instructors, and monitoring their own progress on competency checksheets. Learners should consciously attempt to develop and use a variety of strategies in their language learning, and Peace Corps has developed materials to help them in this effort.

USEFUL INFORMATION

LEARNING STYLE THEORY

This information has been adapted from *Teaching English in Large Multi-Level Classes.* There is a simple Learning Style Inventory in the sample session materials in Section 9 (TOT) of this Kit.

THE EXPERIENTIAL LEARNING CYCLE AND LEARNING STYLE THEORY

David Kolb is an exponent of experiential learning. He hypothesizes that people learn by going through the steps of the Experiential Learning Cycle, in which we start by having some sort of experience, then we reflect on this experience, generalize from it, and finally apply what we have learned from it to a new experience. Kolb thinks that people have different preferences for learning. Some of us have experience after experience but hardly reflect on them at all. Some of us are quite reflective, but like a quiet life and shy away from experiencing anything too unusual. Others reflect and analyze, but stop there, without making decisions to apply the reflection and analysis to new situations. Kolb states that for a full learning experience to take place, learners must complete all four steps of the Learning Cycle. He suggests that teachers can facilitate learning by consciously taking students through the Learning Cycle of experience, reflection, analysis and application.

What kind of learner are you? Do you like to learn from specific experiences, and from how you feel about these experiences? Do you like to learn from watching and listening, and make your judgments only after careful observation? Do you like to learn through a systematic analysis of a situation? Do you like to learn by doing things? Learning style theory measures preferences. If your preference is for learning by observation, don't think that this means you can't take any action. It simply means that you prefer to learn by watching and thinking, not that you are incapable of action. If your preference is for learning from feelings, this does not mean that you cannot learn from thinking. The theory simply states that, starting with yourself, the more you know about different learning styles, the more you can help others identify and build on their learning style preferences.

FOUR BASIC LEARNING STYLES

There are four basic styles of learning preference that determine how we perceive and how we process new information. These styles reflect the kind of learning we feel most comfortable with and the qualities we look for in an effective learning environment.

1. CONCRETE EXPERIENCE

Learning From Feeling
Learning from specific experiences
Relating to people
Sensitivity to feelings and people

2. REFLECTIVE OBSERVATION

Learning By Watching And Listening
Careful observation before making a judgment
Viewing things from different perspectives
Looking for the meaning of things

3. ABSTRACT CONCEPTUALIZATION

Learning By Thinking
Logical analysis of ideas
Systematic planning
Acting on an intellectual understanding of a situation

4. ACTIVE EXPERIMENTATION

Learning By Doing
Ability to get things done
Risk taking
Influencing people and events through action

LEARNING STYLE PREFERENCE

Kolb's Learning Cycle has been further developed by Bernice McCarthy. McCarthy has applied experiential learning theory to the classroom and described four learning style preferences. Each of the four learning styles is based on a step in the Learning Cycle. She calls these styles, Imaginative Learners, Analytical Learners, Common Sense Learners and Dynamic Learners.

1. IMAGINATIVE LEARNERS

Imaginative learners are most comfortable in the first step of the Learning Cycle, in the quadrant between Concrete Experience and Reflective Observation. The special skills of these learners lie in observing, questioning, visualizing, imagining, inferring, diverging, brainstorming and interacting. They respect the authority of a teacher when it has been earned.

You can recognize these imaginative students by how well they respond to stories and poetry, and how they like to turn ideas on their heads to see if the ideas remain intact. An activity that these learners excel in is Plus/Minus. Put a statement on the board, like "The teaching of English should be stopped immediately," or "Parents should arrange their children's marriages." Give students three minutes in which to come up with as many ideas as they can on why they support this idea, and then three minutes to come up with as many ideas as they can on why they disagree with this idea. The imaginative learners enjoy the chance to come up with divergent ways of looking at life.

Problem-posing activities, which connect students' personal experiences with learning language, are particularly effective with imaginative learners, who perceive the problem-posing dialogues on a direct and immediate level and connect them seamlessly to their own experiences.

2. ANALYTICAL LEARNERS

Analytical learners are most comfortable in the second step of the Learning Cycle, in the quadrant between Reflective Observation and Abstract Conceptualization. The special skills of these learners lie in patterning, organizing, analyzing, seeing relationships, identifying parts, ordering, prioritizing, classifying and comparing. They prefer a teacher to maintain a traditional role and to run lessons with a clear chain of command. Analytical students tend to get restless if they think too much time is being spent on fun and games. For these students schooling is a serious business. They enjoy analyzing the structures of the language, taking the language apart and putting it back together again. They appreciate a straight-up approach to grammar, explaining the rules and also the notions and concepts behind them. Their eyes light up at the mention of categorizing.

As native speakers of a language, some parts of its grammar may be new to you. You know what's right, simply because it sounds right, but you can't always explain why. You acquired the language as you grew up and did not have to consciously learn the rules. However, the analytical learners in your class expect you to be explicit and clear in your analysis of the language.

There are simple ways of maintaining your credibility in the face of these expectations. For example, take the issue of error correction. Your analytical learners have probably been told to avoid making mistakes by other language teachers. However, research shows that language learning is a process, and mistakes are part of that process. Learners have their own internal syllabus and will eventually correct themselves as long as they continue to be exposed to meaningful language. Your analytical learners will not believe this, and you have to cope with their disbelief.

Lectures are reassuring to analytical learners. They are comfortable with the teacher being in charge. Helping them make good use of this approach by teaching them good note-taking techniques is an effective way of playing to their strengths.

3. COMMON SENSE LEARNERS

Common Sense Learners are most comfortable in the third step of the Learning Cycle, in the quadrant between Abstract Conceptualization and Active Experimentation. The special skills of these learners lie in exploring and problem-solving, experimenting, seeing, predicting, tinkering, recording and making things work. They see a teacher's authority as necessary to good organization.

Though this resource kit has plenty of ideas on producing worksheets, cue cards, case studies, maps, crosswords and games, you probably will never produce enough to keep your common sense learners happy. These learners eat up small concrete tasks. They also tend to rely heavily on kinesthetic involvement to learn, using body senses as a focus for understanding. These are the students who usually know where their belongings are, and seem to take pleasure in turning over the neatly copied pages of their notebooks. You can respond to their preferences by developing elaborate and even elegant ways of using your blackboard. Splurge. Buy colored chalks, or ask friends in the States to send you some. Use both upper and lower cases. Highlight important points with asterisks, underlining, boxes. Take special care over the presentation of the notes and tasks you develop, and you will be rewarded by seeing the pleasure and appreciation on the faces of your common sense learners.

Most Peace Corps language programs have a tradition of putting up pictures, posters or displays. Recruit common sense learners as your allies. Put them in charge of your visual aids. Problem-solve with them on ways to make and keep your classroom a visually interesting place to be. Try to present activities that have end-products, something tangible that these learners can show themselves for their efforts. Drawings, charts, questionnaires, cartoons, will all appeal to them.

4. DYNAMIC LEARNERS

Dynamic learners are most comfortable in the fourth step of the Learning Cycle, in the quadrant between Active Experimentation and Concrete Experience. The special skills of these learners lie in integrating, evaluating, verifying, explaining, summarizing, representing and focusing. They tend to disregard authority. The dynamic learners will present you with your biggest challenge. These students tend, for better or for worse, to be the most physically active and to possess charismatic leadership qualities that attract the attention of their classmates. When you use Cooperative Learning techniques, you will find that these students can make or break group work. But when they do get positively involved, they are invaluable. Use them as much as you can as reporters who summarize and report back to the whole class on the group's activities. Debating and discussion activities can be a good place to channel the energy of dynamic learners. Use the information you have gathered about your students' concerns to select debate topics that will capture attention.

Dynamic learners will keep you honest with their need to use real world language. It's easy to extend activities beyond the classroom walls and get students out interviewing local officials and experts, carrying out surveys and bringing in outside speakers. You will also want to use authentic examples of the language from newspapers, TV and other media. One caveat in using authentic materials is to avoid discussing the politics and prominent individuals of the country in which you are serving. Look out instead for items that relate to the Peace Corps project areas in your country, especially those of the the Trainees. It is often the dynamic learners who will take lead roles in this kind of activity.

VARIETY IN LEARNING ACTIVITIES

We know that no one learning style is better than another. People just learn best in different ways. By being aware of the Experiential Learning Cycle, the four learning styles, and the preferences of your imaginative, analytic, common sense, and dynamic learners, you can vary your activities so that you are playing to the strengths of all of your students.

4MAT LESSONS

BACKGROUND

Bernice McCarthy developed the 4MAT lesson plan, which is based on the Learning Cycle and learning style needs. The 4MAT cycle can be used to organize daily lessons, theme-based units, or long-term planning. To develop a theme-based unit, for example, take a single theme and develop four sessions on that theme. Each of the four sessions corresponds to a step in the Learning Cycle, and each session focuses on the strengths of one of the four learning style types. The four steps in the cycle are: motivation, information, practice, and application.

DESCRIPTION

Each step in the cycle as an inseparable part of the whole unit. Each step builds on and expands the materials of the previous lesson. We recommend devoting one lesson to each step in the cycle, but you can adapt this as you see fit. Volunteers report dizziness and breathlessness if they try to fit all four steps into one fifty minute lesson, but it has been done. It is much easier to fit all four steps into a double lesson. Alternatively, some Volunteers expand certain steps, and may in some cases spend two hours on the Information step. The final decision is up to you. We can only say that a practical rule of thumb is one lesson for each step in the cycle. The important thing to remember is the flow and sequence of the Learning Cycle itself. As long as you follow that, the timing can be altered to suit your needs and the needs of your students. Let's look at each of the steps in turn.

1. MOTIVATION

In this step, provide a concrete experience and shift gradually from Concrete Experience to Reflective Observation. All of the students start here, but this first step appeals most to imaginative learners. Your role as the teacher is to motivate, to engage your students, and allow them to enter into the experience being introduced. Then students are given the opportunity to reflect on that experience. The activities which can be used in this step include problem-posing, presenting a poem, reading an excerpt from a book, looking at pictures, discussing experiences, answering questionnaires, listening to songs, and webbing.

2. INFORMATION In this step, students shift from Reflective Observation to Abstract Conceptualization. All of the students work through this step, but this second lesson appeals most to analytic learners. Your role is to inform, to move your students from specific personal reality to the theoretical, and to an understanding of abstract conceptualization. This is the point at which students link their subjective experience with the content at hand. The activities used in this step include lectures, notetaking, deductive formulations of grammatical rules, mechanical drills, vocabulary expansion, and presentation of new concepts through diagrams, tables and charts.

3. PRACTICE In this step, students shift from Abstract Conceptualization to Active Experimentation. All of the students continue with this step, but this third lesson appeals most to common sense learners. Your role is to coach, to organize materials and activities so that your students can test their understanding of what they have learned. They have been taught skills and concepts and now they are asked to manipulate materials based on those skills and concepts. Students are then given the opportunity to extend what they have learned through selecting and individualizing their own experiments and manipulations.

The activities used in this step include worksheets, pair work, small group work, project planning, writing, creating cartoons, case studies, keeping records, polling classmates, and formulating questions on a text for others to answer.

4. APPLICATION Here students shift from Active Experimentation to Concrete Experience. All of the students continue to finish the cycle together, but this fourth lesson appeals most to dynamic learners. Your role is to evaluate and mediate. Students are required to apply and refine in a personal way what they have learned and then to share with others.

The activities in this step include gathering materials for projects and implementing project plans; sharing written work; critiquing each other's projects and being members of the audience in final presentations; and reporting back to the class on a project.

INTEGRATING 4MAT WITH OTHER MATERIALS

The 4MAT model follows a predictable cycle. Students reflect on a concrete experience, analyze information, practice new skills, and take independent action. While participating in the different phases of this process, your students have opportunities to develop their learning style strengths. This framework is a particularly useful tool when you are organizing lessons for classes of learners with different style preferences.

Once you've tried the 4MAT lesson plans, you will see how easy it is to take activities from other sources and slot them into a unit. With the 4MAT system firmly in place, your teaching will take on coherence and logic, and yet at the same time you will still have the flexibility to take occasional flights of fancy. Remember the boomerang principle: the enjoyment that you put into your teaching is what your class will project back at you.

QUESTIONS TO ASK YOURSELF

- What are your own learning style preferences?
- Can you identify different learning style preferences among your students? Which are the imaginative storytellers? Which are the analytic grammarians? Which are the common sense group workers? And which are the dynamic activists?
- What do each of these groups expect of you, their teacher?
- What activities will you use in the Motivation lesson? The Information lesson? The Practice lesson? And the Application lesson?

USEFUL INFORMATION

LANGUAGE ACQUISITION AND THE OLDER LEARNER

WHO IS AN OLDER LEARNER?

The older learner can excel in language study. The sometimes disappointing results of language training programs including older learners are often due to a lack of understanding of their particular learning styles.

- First, let's define what we mean by an "older learner." Older than whom? Is there a certain age bracket? Generally, we mean people who are more than 50 years old, as opposed to the broad category of "adult learners," which can include anyone older than a teenager. However, in many cases, the decisive characteristic is not the person's age, but how long he or she has been away from a learning environment, whether formal or informal.
- Of course, no older person possesses all of the characteristics described here for older learners, and some may not possess any of them. We merely give some generalities about older learners that may help you understand and serve their needs more successfully. Older learners, like learners of any age, will have differences in personal learning styles, preferred modes, and so on.

PHYSICAL FACTORS IN OLDER LEARNERS

More and more older adults are returning to school, taking up new careers, and working as volunteers in the United States and abroad. Research on learning in older adults has expanded, and new information about the ways older adults learn best is now available. This research applies to learning in any discipline, including second-language learning. We attempt to apply the general characteristics of older learners to the specifics of studying a second language.

1. SIGHT AND HEARING CHANGES

Some older adults may be experiencing changes in vision or hearing that make it harder to analyze the language input. Hearing and vision losses that come with older age, even when not significant in using one's native language, can provide an additional frustration to an adult trying to get the precise sound or appearance of a word, thus decreasing self-confidence and motivation.

WHAT TRAINERS CAN DO

Trainers can lessen frustration by several means.

- First, a delayed period of oral production will give older learners a strong base of listening comprehension so they will not need to strain so much for every word. It will also help them to develop listening strategies, which make context more important than individual words or sounds. Along with this, you can put less stress on "perfect" pronunciation, spelling, etc., thus lessening their anxiety about hearing or seeing "perfectly."
- Second, you can provide many different kinds of activities for older Trainees, so that they learn to rely less on precise discrimination of sounds or letters, and more on the context, for comprehension.
- Finally, you should make sure your classroom conditions are as amenable as possible to those with hearing or vision problems. Make sure the room has plenty of light. Make visual aids large enough to be clearly seen, and write clearly and legibly when you use the blackboard. Try to speak clearly and loudly enough, without distorting the natural sound of the words you are teaching. Situate older learners with problems like these in locations that will provide the clearest input.

2. SHORT-TERM MEMORY

Some older adults have weaker short-term memories, which means that material presented may take longer to incorporate into their language systems. But research shows that this is not necessarily the case; in fact, older learners show no significant differences from younger learners in retention when the material is well learned initially.

- Problems with short-term memory seem to come from three kinds of input: (1) meaningless learning, especially when the learner has no handy way to organize or use it (memorizing word lists and performing repetitive drills are not useful to the older learner); (2) complex learning, especially if interruptions take place during the learning process (lengthy explanations, especially of grammar points, usually have little impact on the older learner's acquisition and may create confusion); and (3) learning that requires reevaluation of earlier learning, especially if the tasks are confusing or unusual (introducing something one way on one day and in another context on another day, for example, could create confusion, especially if the activity requires a lot of inductive thinking, since the older learner might come to incorrect conclusions).

The factor of short-term memory strengthens the case for a communicative approach, since it minimizes using rote memorizations or drills that are likely to cause the older learner problems.

WHAT TRAINERS CAN DO

- Older learners need a larger quantity of comprehensible input than younger learners (plenty of clear, meaningful, and interesting materials) in order to build their stock of language. This can be done in various ways. A longer program for older learners is ideal--provided it does not lessen their opportunity for rest and relaxation. Short of that possibility, a trainer should reinforce new material by giving learners plenty of time to use and integrate it.
- Older learners can be helped in exercising their memory if they are given a delayed period of oral production. In this way, they can direct their attention entirely to comprehension, without the anxieties of having to produce so muchlanguage in the classroom.
- Finally, integrative, competency-based tasks will probably work best, because they are meaningful and create strong incentives for mastery.

Additionally, they can be easily related to existing competencies in the learner's first language.

3. SLOWER RESPONSES

Older adults are not as quick in their responses as younger ones. This physical reality, and the fact that most intelligence and achievement tests have traditionally had a built-in speed factor, are probably why people have gotten the--incorrect--idea that intelligence or learning ability declines with age.

- One researcher has separated intelligence into two types: "fluid" and "crystallized." Fluid intelligence, which favors memory span, sensory perception, and flexibility in new situations, declines somewhat with age, while crystallized intelligence, which calls for judgment, knowledge, and experience, actually increases with age. As you evaluate the needs of your Trainees in light of these two kinds of intelligence, you will probably find that your older Trainees will do best in tasks requiring their judgment and life experience and less well in tasks requiring a great deal of precision or speed.
- This does not mean that they are acquiring less or that they are "slower learners." It means they are struggling to integrate the new material into the information they already know. It may also mean that they are monitoring their accuracy more frequently, since they have a greater number--relative to younger learners--of prior rules in short- and long-term memory.

WHAT TRAINERS CAN DO

The fact that older learners have slower responses suggests that the older learner should feel no time pressure in the classroom. This is true for all learners, but is especially important for older learners, who can easily be demoralized by comparing their speed of response with that of younger learners.You may believe that having the Trainee produce language rapidly is an important goal in your program.

Examine carefully whether speed is really a necessary function of the competencies the Trainee needs to perform or merely for academic purposes like tests or drills. If speed is an important part of the competency, you can encourage greater speed as the Trainees' confidence increases. However, if the speed is needed only for tests or drills, it serves no useful purpose and should be eliminated as a goal.

4. PRONUNCIATION

Finally, research indicates that adult learners of any age are less likely than children to speak the new language "like a native," or free of an accent. Since muscular patterns in and around the mouth as well as phoneme patterns become more reinforced over the years, it may be particularly hard for an older learner to produce new sounds with complete accuracy. Add to this the embarrassment at moving the mouth in new ways, and you may find older learners doing less well than their younger counterparts in pronunciation.

WHAT TRAINERS CAN DO

- Since the goal of Peace Corps language training is to be able to communicate in the target-language culture, not to be taken for a member of that culture, the goal of nativelike pronunciation is not important in your training program. Your focus should be on Trainee comprehensibility, which is no harder for older learners than others.
- To some extent, those Trainees who want most to have native like pronunciation will be those that excel most at it, because they will work hardest on their own to achieve it. You can be most helpful to these highly motivated Trainees as a native speaker when communicating with them one on one.

ATTITUDES AMONG OLDER LEARNERS

Affective or attitudinal factors are commonly present in older learners whenever they are learning something new, but they are even more intense in the anxiety-producing task of learning a new language. You can have a decisive and positive effect on those attitudes.

1. HIGHER FILTERS

Older learners tend to have higher affective filters--that is, they are easily embarrassed or ashamed by what they see as big mistakes. This is sometimes a result of their having been outside a learning environment for a long time and sometimes a result of their having studied earlier in a much more rigid, less supportive environment. This characteristic can have many manifestations: unwillingness to participate, dropping out of an activity in progress, temperamental outbursts, depression, or even leaving a training session before it is over. These are serious problems and should be treated as such. Lowering the affective filter is probably the most important thing you can do for all of your Trainees. But it is even more important to work on this with older adults, because they will probably put up more resistance to your attempts than younger, more confident learners.

WHAT TRAINERS CAN DO

- With older learners, lowering the affective filter means helping to build confidence on many levels and being patient with their developmental stages. It is also important to refrain from judgmental or critical comments, allowing "mistakes" to pass while learners reach the goal of greater communicative competence.
- Another thing the Trainer can do to lower the affective filter in older learners is to sometimes simply give them the words they are struggling to find when answering questions. This creates a sense of encouragement and lowers anxiety about participating in class.
- Finally, a minimum of attention should be paid to the monitor–that is, less emphasis should be given to grammar and other rules. Teaching too many rules often overwhelms and confuses the older learner and divides the class according to learning styles. Instead, efforts should be made to relax the monitor and thereby lower the affective filter, easing language production.

2. DISTRUST OF NON-TRADITIONAL CLASSROOMS

Sometimes, older learners may need to be reassured that your communicative activities are part of a larger purpose or plan. They may think of "school" as a place in which the students sit quietly while the teacher (who knows all the answers) lectures them. This, of course, never works in competency-based, communicative language learning. Contemporary methods place the learner at the center of the learning process and use many creative, participatory activities. These non-traditional approaches may lead some Trainees to mistakenly believe that their Trainers do not know what they are doing, leading to a clash of wills.

WHAT TRAINERS CAN DO

- You may need to demonstrate that your classroom has a more relaxed and creative atmosphere than classrooms of their childhood by your choice, not because you lack control or formal skills. This need not be directly stated, but shown through your careful guidance and conscientious "spiraling" of material.
- Convincing these learners that realistic communication activities will improve their language skills more than formal classroom routines will become easier as your training proceeds, because they will see the results for themselves. For example, an activity that requires role playing, singing, or following oral commands may make Trainees embarrassed at the beginning, but this discomfort usually disappears as they taste success. If resistance to nontraditional activities remains an issue, it is probably a result of the continuing frustration felt by learners who are not breaking through their affective barriers.

3. LOWER SELF-ESTEEM AS LEARNERS

Many people believe that older adults cannot learn a second language, contributing to low morale and low self-esteem in these learners. Sometimes older adults themselves believe this myth and feel doomed to failure. We have already discussed the possible origins of this misconception. It is important that it be dispelled as quickly as possible, to create a positive atmosphere for learning.

WHAT TRAINERS CAN DO

Here, as in other situations concerning attitude, you, can have enormous impact by showing in every way that you have confidence in the abiliy of each Trainee to acquire your language. When a Trainer truly believes that older adults are less capable, it is immediately apparent and can create a "self-fulfilling prophecy."

The best way for you to demonstrate your confidence in older learners is to examine your own attitudes on the subject. Are you privately giving up on older learners and demanding less of them in class? Are you overcomplimenting them in a way that shows you didn't expect them to achieve success? These two common ways of overcompensating for a lack of confidence in older learners can be as damaging as the other extremes of being too demanding or not supportive enough.

In addition, are you creating an atmosphere in which Trainees can work cooperatively, rather than competitively? A cooperative environment can make all the difference to an older learner. You may want to address the issue of older learners' ability directly in class, pointing out that no research whatsoever has indicated lower ability in older learners, and that in fact there are many factors that favor the older learner.

STRATEGIES, STYLES, AND MODES USED BY OLDER LEARNERS

Older Volunteers are likely to show a preference for the following learning strategies or styles:

- Field dependence, from years of experience in families and with coworkers on the job. Thus, the kinds of activities that include a realistic context will probably be most successful with and appreciated by your older learners.
- Induction, because of the highly developed critical skills that come from meeting the challenges of life (this despite the fact that older learners are more accustomed than younger learners to deductive approaches in schoollike settings). Some of the older Volunteers' best experiences in language training can be working in small groups to figure things out.
- The visual mode, because they do not trust their ability to hear accurately in the new language. They may even reject opportunities to learn by means of listening to the radio or television. In class, if pencil and paper are not available while the target language is being spoken, they may become

so nervous that their filters block learning through the auditory mode.

- You can work better with older learners if you recognize these preferences while at the same time making sure that no single strategy or mode predominates to the exclusion of others. In an orally oriented program such as yours, Trainees must be encouraged to rely less on written notes; you can wean older Trainees from constant note taking by retelling and re-presenting oral materials enough times that they build confidence in their listening abilities. At the same time, you can continue to write key words or phrases of your oral material clearly on the board.

OUT-OF-CLASSROOM CONSIDERATIONS

Finally, several considerations may be useful to Language Training Coordinators in structuring the nonclassroom aspects of the language training program and in discussing other services offered to Trainees with your co-workers. Here are a few suggestions for enriching the language acquisition of the older learner beyond the classroom.

- Older learners may need more repetition and practice than your class time allows, and there are creative ways to meet this need.
- Can you perhaps help to place the older learner in a situation where there are young children who can play language games with the learner and thus naturally reinforce phrases and structures? This can be a great form of natural reinforcement in a pleasant environment.
- Can you find another elderly person from your country who could become a companion to this older learner, perhaps someone with whom there is a shared interest? If the Trainee learns the words involved in, say, knitting or gardening, or other personal interests, related competencies can be acquired more easily.
- You might find a partner of another age as well. The important ingredient is a patient, friendly, communicative person who can act as a companion and guide during PST and perhaps beyond.
- And don't forget that older learners often know themselves what they need and how they learn best. Ask them how they feel about their training experience. They may have some ideas you haven't thought of. What's more, they will appreciate being asked.

USEFUL INFORMATION

THE COMPETENCY-BASED CURRICULUM AND COMMUNICATIVE COMPETENCE

LANGUAGE LEARNING FOR COMMUNICATIVE COMPETENCE

A competency-based curriculum is related to the general goals of language instruction. When you studied English for the first time, what did you hope to be able to do? Perhaps you wanted to converse with English speakers, or correspond with a friend in an English-speaking country, or understand American movies or television shows. Perhaps you wanted to be able to read academic materials like this manual. Whatever you wanted to do, you were probably eager to find ways to adapt your classroom study of English to your purposes. Some language learners may have gotten plenty of tools to communicate in English, while others may have learned structures and rules that they now consider a waste of time.

What makes a language-learning effort worthwhile? We believe that language learning should foster communicative competence. This idea grew out of the realization that grammatically, or linguistically, competent speakers of a foreign language were often incompetent in its cultural dimension. Too often, foreign language teaching did not include features of appropriateness: using language in ways that fit the social and cultural context. You can certainly understand this goal, not now as a language learner, but as a Trainer of Peace Corps Volunteers. You are the primary person who can help lead your Trainees to that important goal of communicative competence.

PROMOTING COMMUNICATIVE COMPETENCE IN YOUR LANGUAGE PROGRAM

Here is a checklist of ways to strive toward communicative competence in your language training program. We mention these six features, and the general goal of communicative competence, frequently throughout the manual, as criteria by which to judge your language training activities. If an activity does not serve the goal of communicative competence,it doesn't belong in your program.

Summary Of Ways To Promote Communicative Competence:

- Create a relaxed atmosphere in the classroom.
- Encourage communication and do not stress correctness.
- Maximize peer interaction.
- Teach the language, not about the language.
- Use authentic language, not artificial classroom language.
- Be versatile and creative in your activities.

COMPETENCY-BASED CURRICULUM VS TRADITIONAL GRAMMAR-BASED CURRICULUM

A language-learning curriculum can be based on many different criteria, but the most common historically, by far, has been a grammar-based curriculum. Most foreign-language programs feature grammatical material as most important. Unfortunately, most students coming out of such programs have shown disappointingly low levels of language skill, and an equally disappointing lack of interest in further language study. The vast majority of language-learning researchers today believe that grammar is not the most logical basis on which to organize an effective language-learning program. Now, several other kinds of curricula are available for foreign-language programs, including a competency-based curriculum.

For Peace Corps programs, a competency-based curriculum may be the most effective. Competency-based programs consider the goal of learning a foreign language to be the ability to communicate effectively in that language--in other words, to do the same kinds of things in the foreign language that we learn to do in our native language. This idea, of course, is perfectly suited to the language training environment in which you are working, because the Trainee, indeed, will need to perform a wide variety of language behaviors in her new environment.

Competencies are the repertoire of verbal and associated behavior that a person needs to perform the tasks of daily life. A competency is the successful performance of a set of behaviors. If a person needs a competency to do a certain function, such as buying a bus ticket, the objective is for the learner to actually buy the ticket.

Naturally, the first competencies to be mastered in your training program will be those that pertain to the Trainees' basic survival in the new environment, and these are the competencies on which we focus. However, competencies can be chosen and ordered according to several standards. The important thing to bear in mind is that you are teaching language for useful, daily functions, not as an end in itself. Therefore, you should keep the desired competencies of your Trainees foremost in your mind, so that the materials you present will expand your Trainees' vital ability to communicate during their stay abroad.

USEFUL INFORMATION

THE COMMUNICATIVE APPROACH

BACKGROUND OF THE COMMUNICATIVE APPROACH

In the 1970s the Council of Europe addressed the problem of language learning among Europeans who needed to acquire a general communicative ability in a second language. These people wanted to prepare themselves to communicate socially on everyday matters with people from other countries, and to get around and lead a reasonably normal life when visiting another country. In other words, instead of learning a language as a subject at school these learners wanted to learn in order to communicate.

At the same time, linguists in America and elsewhere were considering the implications of Noam Chomsky's theories, which describe language as more complex, layered and creative than previously thought. This led to dissatisfaction with the notion that adults learn languages most effectively through a simple stimulus/response system of repetitions and rewards. There was a growing belief in the 1970s that language is more than a set of habits, and that language teaching needed to acknowledge this.

The Communicative Approach, which evolved from these sets of needs and ideas, is not a methodology. It is a theory based on current ideas of what language is and how it is learned and should be taught. Methods and techniques such as Information Gap, Total Physical Response, and the Natural Approach are examples of the Communicative Approach.

FIVE PRINCIPLES OF THE COMMUNICATIVE APPROACH

The following five principles are central to the Communicative Approach.

- Classroom goals are focused on all aspects of communicating–including the purposes of communication (language functions), and not only grammar and vocabulary.
- Language is used in a social context and should be appropriate to setting, topic and participants. The focus must

be on authentic language used for a meaningful purpose.

- Fluency and accuracy are not equally important for all learning activities. At times it is not important to focus on accuracy, but on the meaning of what is being communicated. In other instances, accuracy is critical.
- Students should have to use the language, productively and receptively, in new contexts. This means they must be able to go beyond memorized sentences and expressions.
- Students should be able to express their opinions and share their ideas and feelings.

IMPLICATIONS FOR THE LANGUAGE CLASSROOM

There are several implications for the language classroom.

- First is that grammar instruction needs to support communication. An end-of-unit language test should measure not only how well students can form different grammar features, but on how well they can use them to express themselves in communication.
- Another implication is that the language taught should be authentic. Language classes should involve fewer lessons exemplified by "What is this?" "It's a book." Instead, there should be a lessons focus on things that people actually say and hear.
- A third implication is that there need to be learning activities in which the answers to questions are not known, the comments made by students are not predictable formulas, and the teacher is not controlling all aspects of the interaction.

The following chart compares the Communicative Approach and the Audio-Lingual Method.

	Audiolingual Method	**Communicative Approach**
GRAMMAR RULES	Not explained	Explain when necessary
MEANINGFUL COMMUNICATION	Limited	Central feature
PRONUNCIATION	Target is native-like pronunciation	Target is comprehensible pronunciation
USE OF TRANSLATION	Forbidden	Used when necessary
SEQUENCING OF LESSONS	Follows linguistic complexity	Follows learners' needs
TEACHER/STUDENT ROLES	Teacher-centered	Teacher facilitates student-to-student interaction
ATTITUDE TO ERRORS	Accuracy is emphasized	Errors are seen as part of learning process
BALANCE OF LANGUAGE SKILLS	Listening and speaking are emphasized	Skills are taught according to students' needs

ADVANTAGES OF THE COMMUNICATIVE APPROACH

- Lessons tend to be interesting because they focus on learners' needs and interests and not just linguistic forms. There is less boring repetition of drills.
- Students are able to use the language in real situations immediately.
- Students are given more autonomy and responsibility, and this contributes to better motivation.
- Teachers are seen as facilitators, and not policemen, who are trying to catch students making mistakes.

DRAWBACKS

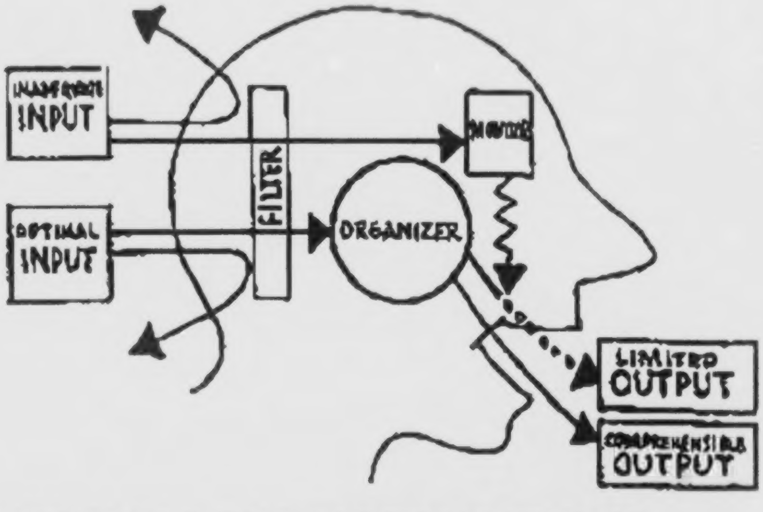
- A curriculum can seem random and chaotic if there is no attention to difficulty of language forms, especially for beginning level learners. Curriculum design is difficult and may be time-consuming.
- Lesson planning is rather complicated, since it involves more than having students listen and repeat. Teachers may initially need to spend a lot of time creating communicative activities.
- Finding, adapting, and using authentic materials can be difficult and time-consuming.
- Because instruction is not formulaic, teacher training is essential. Teachers need a clear understanding of their role in the classroom and the reasons for occasionally providing a translation or tolerating imperfect grammar or pronunciation, for example. They need to learn how to address students' needs without simply responding to students' individual whims and wishes.

USEFUL INFORMATION

HOW LANGUAGE IS LEARNED: ONE THEORY

THE MONITOR MODEL

The following model is adapted from the monitor model developed by Stephen Krashen of the University of Southern California. This model is a useful way of thinking about language learning and explains a number of situations language learners experience. The drawing below depicts the monitor model.


INADEQUATE INPUT
OPTIMAL INPUT
FILTER
MONITOR
ORGANIZER
LIMITED OUTPUT
COMPREHENSIBLE OUTPUT

EXPLANATION OF THE MODEL'S TERMS

INPUT

Input is the language the learner is exposed to either by reading or by listening. This input can be either inadequate or optimal.

Inadequate input: unnatural, contrived to demonstrate a grammar rule, boring, or too difficult for the learner at the moment.

Optimal input: language used in a real situation, understandable, interesting and including elements just slightly beyond the level of proficiency of the learner.

FILTER

The filter acts as a gate. It either opens to let the input through to the mind, where the learner can work with it, or it closes and does not let input through. For example, if the learner is anxious, the gate closes, and the input does not get through. If the learner relaxes, the gate opens and the input enters the learner's mind. The opening or closing of the gate is determined by the learner's attitudes and feelings, which are sometimes called affective factors. These include anxiety, motivation to learn the language, and self-confidence.

MONITOR

The monitor acts as a storehouse of conscious rules in the learner. The monitor contains all the grammar rules the learner has learned from formal language instruction. The monitor adjusts output to make it grammatically correct. Its role is limited to situations in which there is no time pressure and the emphasis is on form, not content. Language "learning" traditionally focuses on developing this aspect of the model in a student.

ORGANIZER

The organizer is an unconscious system of language elements, their meanings, and their relation to culture. The organizer creates this interconnected system from language experienced in natural settings. This organizer is at work when we acquire our native language and creates "fluency" in our native language. Foreign language "acquisition" focuses on this part of the model.

OUTPUT

Output is what learners produce, in oral or written form, in the new language. Fluent expression or output originates with the organizer, where meaning is located. This type of output is represented by the solid line in the model.

If learners have overactive monitors, their output is blocked. When they apply the conscious grammar rules they know to correct their output, it becomes jerky, slow, and tense. This type of output is represented by the dotted line in the model.

LANGUAGE ACQUISITION AND THE NATURAL APPROACH

The natural approach to language learning, which is based on the monitor model, was developed during the 1970s and 1980s primarily by Krashen and promoted among language teachers by his colleague, Tracy Terrell. The natural approach proposes that the more the process of *learning* a new language resembles the way children *acquire* a first language, the easier and more successful the learning will be. Thus, the natural approach asks teachers to find ways to make classroom conditions as much like the natural setting for child language acquisition as possible. It means that language "play" accomplishes more than language "work." Natural-approach terminology would call this the difference between acquisition," which occurs in a natural setting for language use, versus "learning," which is classroom language study. The chart below summarizes differences between "learning" and "acquisition" according to the natural approach.

DIFFERENCES BETWEEN LEARNING AND ACQUISITION

Learning	Acquisition
• conscious and self-conscious	• unconscious and unself-conscious
• can be memorized by rote	• requires comprehension
• based on grammatical order established by instructor or textbook	• based on natural order of acquisition similar to child's first language
• teaches about the language	• fosters language use
• fits a classroom format	• can take place anywhere
• teacher or authority needed.	• no authority required
• focuses on correctness	• focuses on communication

PROMOTING LANGUAGE ACQUISITION IN THE CLASSROOM

The natural approach assigns a particularly limited role to grammar instruction. It holds that errors don't matter much unless they impede communication and that the language acquirer (notice that we use this term, rather than "learner"), like a child, listens for an extended period before speaking, then moves to center stage, taking every opportunity to practice and integrate new material. Control over the structures of the language is gained unconsciously.

According to the natural approach, an environment in which acquirers can communicate meaningfully in the foreign language, combined with carefully chosen classroom reinforcement, is the best combination of all, and can result in the highest levels of proficiency.

FIVE PRINCIPLES OF THE NATURAL APPROACH

- **The goal of language acquisition is communication skills.**

Language acquisition is not an end in itself; it is for communicating messages to other people.

- **Comprehension precedes production.**

Listening comprehension and reading comprehension should precede the productive skills of speaking or writing in language training. This is the concept of "delayed oral production."

- **Production skills emerge gradually, over time.**

By supplying large amounts of comprehensible input that allows learners to understand language, and giving them many natural settings to experience language, you enable learners to begin to use it at their own pace. Students should never be forced to speak, and errors should be treated with tolerance, when they are corrected at all.

- **Acquisition activities are central to progress.**

Those lively, communicative, free-form activities that so many teachers use to fill a few spare minutes actually do more to assist the language acquisition process than the dull, repetitive, intricate exercises that traditional teachers use for the majority of their class time.

- **A relaxed atmosphere is central to progress in class settings.**

Language acquisition works better when learners are not in a competitive or anxiety-producing situation.

CRITICISMS OF THE NATURAL APPROACH

Not all language teaching experts agree with Krashen's ideas, arguing that the theory overstates the similarities between children and adults in learning a language. Many question how separate the processes of learning and acquisition actually are, for example. Although this distinction is a useful one, some say we should be cautious about assuming that this accurately describes the way the mind actually functions. For example, some researchers note the importance of student output and negotiating meaning as they learn--not just receiving input.

Second, few teachers or students would agree that grammar instruction should have such a minor place in the language class. Indeed, Tracy Terrell, who did the most to popularize the natural approach in the 1980s, later modified his views, noting that explicit grammar instruction might have significant benefits after all.

HOW
TO DO IT

GRAMMAR AND THE COMMUNICATIVE APPROACH

Many language teachers spend a large part of their training learning about the grammar of the language they are going to teach. Unfortunately, less time is usually spent showing future teachers how to teach grammar, so it often becomes the weak link in language teaching. We address common questions with regard to the teaching of grammar in hopes of providing useful advice in this area.

WHEN AND WHERE SHOULD GRAMMAR BE TAUGHT?

According to the communicative approach, grammar, like pronunciation, should be taught only as a tool that enables learners to communicate only. It should never form the basis of a curriculum or the main goal ofa lesson plan. Grammar should be taught if one of the goals of the learner is a high degree of accuracy in the target language, whether for academic or other formal purposes.

WHICH GRAMMATICAL STRUCTURES SHOULD BE TAUGHT?

Once you have decided when grammar will be used in the classroom, you need to determine which grammatical structures should be included. Grammar information should be:

- **Learnable**--the rule should be easy to describe and remember.
- **Portable**--the rule should be able to be carried in the learner's head without outside reference materials.
- **Useful** --the rule should not have too many exceptions, and it should help learners express and understand meanings in the new language.

Of course, the decision about individual structures will vary from language to language, so it is impossible to generalize about which kinds of structures should or should not be taught. The decision depends upon your sense of the learnability, portability, and usefulness of the grammar you are considering teaching. In grammar-based beginning English classes, for example, much time may be spent teaching and practicing the use of "a/an" and "the." English teachers complain about how few students seem to grasp this fine point. Perhaps instead of regretting the learners' seeming slowness, the instructor (or curriculum designer) should instead examine why such a complex subject is introduced at the beginning level, especially when it does not make a great difference in communicative competence.

HOW CAN GRAMMAR BE TAUGHT MOST EFFECTIVELY?

One of the questions often asked about teaching grammar is whether it is more effective to introduce it deductively or inductively. As discussed in Part I of this manual, different learners favor different learning styles. Some learners like to see a grammar rule written clearly on the board or in the textbook, with examples following it. Other learners freeze when they see such rules and prefer to have examples and then draw conclusions from them, guided by the instructor.

Neither of these ways of teaching grammar is right or wrong, but one might work better with one group of Trainees or with one particular grammar point than with another. You should weigh the negative effect that deductive grammar teaching can have on motivation (since many learners, especially older ones, are intimidated by complex or complex-looking rules) against the efficiency of presenting a grammar rule instead of allowing the class to "discover" it.

1. USING A DEDUCTIVE APPROACH

If you use a deductive approach, remember:

- The rule should be stated simply enough to be comprehensible and not overwhelming. It should be presented with enough time to "soak in." This point applies especially to classes with older adults.
- The rule should be presented clearly and plainly on the blackboard or on the handout, with grammatical similarities noted clearly in all examples. Good layout will especially help older adults.
- Give sufficient examples, and solicit sufficient examples from the learners, so that there is time to both understand and practice the rule.

2. USING AN INDUCTIVE APPROACH

If you use an inductive approach, remember:

- The examples from which learners are to generalize must be clearly isolated so they know what it is they are supposed to be examining. Usually, the examples should be presented in isolated sentences so they will not get lost in the larger context.
- Examples should be presented in both oral (auditory) and written (visual) form so that the grammar lesson will serve learners favoring either mode. The grammar segment should not be a listening comprehension or reading lesson.
- You need to be sure that once the rule has been discovered by the learners, it is clearly summarized and repeated. In this way, learners will not have an incomplete, or incorrect, understanding of the rule.

OTHER CONSIDERATIONS

Beyond the deductive/inductive question, there are a few other suggestions that can be made regarding teaching grammar. For one thing, it is important to note that teaching your Trainees to state grammar terminology or rules is not likely to be successful, nor is it a productive use of class time. We do not need to know the names of parts of speech or how to recite grammar rules in our native language, yet we use the grammar of our native language nearly perfectly. The same kind of mastery can occur in second-language acquisition given sufficient amounts of comprehensible input and adequate opportunities to develop communication skills.

Therefore, when teaching grammar, present a minimum of grammatical terms or grammar rules. Your Trainees don't need to know the names of grammar functions; that will not improve their communicative competence. Rather, they should be shown how the grammar looks in action through the use of many accessible examples.

Another rule of thumb in grammar teaching is to keep the presentation short and lively. Grammar is associated with boredom for most students, and lengthy explanations or practice only heightens that feeling. Try to stagger your grammar point across several lessons plans: the first day, perhaps, for discovery of a grammar rule via several examples; the second for explanation of the rule and some examples of it in action; the third for a chance to apply and practice the rule in more uncontrolled settings; and the fourth for review.

PRONUNCIATION IN COMMUNICATIVE LANGUAGE TEACHING

PRONUNCIATION GOALS

The goal of your language program with regard to pronunciation is comprehensibility, not accent-free speech. Therefore, you should not be overly concerned, or allow Trainees to become overly concerned, with removing all traces of their American accents. It is not possible, and it isn't even desirable. What should be a goal is to bring Trainees' pronunciation within the range of comprehensible options for pronouncing words. This is not always as easy as it sounds! You need not spend class time showing Trainees how to categorize phonemes, etc., in the way you may have done during your linguistic training. This is useful and interesting for Trainers, but not for the average learner. Instead, you should introduce, simply, clearly, and over a period of time, the unfamiliar consonants, vowels, intonation patterns, and other features that are in your language but not in English.

BASIC PRINCIPLES OF TEACHING PRONUNCIATION

- Practice a sound or sounds in a meaningful context rather than in isolation. If you are teaching a new consonant, for example, it should be introduced in real words or short phrases, rather than just articulated.
- Try not to point out "correct" or "incorrect" pronunciation by members of the class.
- When possible, give Trainees the opportunity to model their speech after several native speakers, not just you. Guest speakers, prerecorded tapes, and out-of-class assignments are some of the ways to do this. In some cultures, males and females have dramatically different vocabulary, idioms, or intonation patterns. Make sure that Trainees hear language patterns of members of their sex. Do the same if there are significant differences in the way language is used by different age groups or regional groups.
- As with grammar practice, keep the session very short and stagger the information over time, including review. Most pronunciation units should not take more than five minutes of class time on any one day.

USEFUL INFORMATION

TOTAL PHYSICAL RESPONSE

BACKGROUND

James J. Asher, another researcher who focused on the personality of the learner, introduced a radical new idea to language teaching in the 1960s: Let learners listen to the language for an extended period of time before they begin speaking. This concept, and the entire "total physical response" (TPR) method, has been adopted in a number of language-learning programs with good results.

Asher believes that very sophisticated comprehension can take place before any words are spoken by the language learner. This comprehension can be verified through the learner's physical responses to spoken commands.

DESCRIPTION

The most distinctive concepts of TPR are what is termed an "operation" and the three stages of language development. An operation is a procedure for performing a competency. The competency may be simple, like making a cup of coffee, or complex, like filling out a government order form. You can choose operations that are tailored to a list of competencies for your training program.

In the first stage of language development, TPR has a "silent period" during which only the instructor speaks. Learners participate when the instructor demonstrates and says the steps in an operation and then gives commands to the learners, who respond by silently carrying them out. The silent period lasts for 10 to 20 hours of instructional time, during which the instructor may present several different operations. In the second stage, learners begin to give commands to the instructor when they feel ready. Then, after a few more hours of instructional time, again at the point when they feel ready, learners reach the third stage, in which they give the commands to each other.

STAGES OF PROGRESS IN TPR

1. **Instructor demonstrates commands and commands learners.**
2. **Learners command instructor.**
3. **Learners command learners.**

Even after a group has completed the hours necessary to reach the third stage, the instructor continues to lead the learners through the three stages for each new operation by giving a demonstration and allowing learners to act it out silently, as a "warm-up" exercise.
Gradually, writing skills are introduced, including standard grammar, while keeping the focus on listening.

ADVANTAGES

- Comprehension precedes production. Learners demonstrate their comprehension by accurately carrying out the commands.
- Activities are designed to be practical and are based on a variety of everyday activities.
- The varied physical tasks create interest and involvement.
- Looking at and listening to verbal cues, combined with movement, are challenging for learners. Often learners "subvocalize" (speak inaudibly) while listening and moving, challenging themselves to remember and pronounce the language items.
- TPR is well suited to a competency-based curriculum if the instructor chooses appropriate content.
- Not requiring learners to speak in the first stage reduces anxiety.
- A spirit of fun created by so much physical activity makes learners less worried about taking risks.
- Successful participation without speaking increases the learner's selfconfidence. Learners speak only when self-confident enough to do so.
- Tolerance for ambiguity is neither increased nor diminished. However, the experience of listening and understanding without formally anaylzing a message can contribute indirectly to tolerance for ambiguity.
- TPR usually creates a relaxed environment, though a few learners might feel anxious at times if others can say or perform the commands before they can.
- Communication is more important than correctness when learners begin to speak, if their speech is accurate enough for others to be able to carry out their commands.
- Using only the imperative form fosters peer interaction, especially at lower skill levels. At more advanced levels, when Trainees also want to communicate using questions and comments, commands must be specially written to include these language forms.
- Learners perform operations with the language; they do not learn about the language.
- The language used is authentic, and if tasks are well chosen, vocabulary will contain commonly used words.
- There is a lot of potential for creative activities, mostly on a listening/speaking level.

APPEAL

TPR appeals to learners who like to get an intuitive feel for a language and enjoy a high level of social interaction. The method depends on listening skills, so emphasizes the auditory, rather than the visual, mode. TPR is further identified with a third learning mode, movement, which has additional benefits. TPR is strongly recommended when learners are anxious and doubt their ability to succeed.

OLDER LEARNERS

This method is very good for involving and relaxing older learners. The emphasis on task performance and the ability to put verbal knowledge to use right away are likely to make the older learner feel at ease. The concept that each learner decides when she is ready to speak is particularly appropriate. The older learner who is more reticent can still participate by acting out other learners' commands even if she is not yet at the speaking stage.

This method works less to the older learner's disadvantage than most of the other methods described here and is thus a good method to incorporate in planning your activities, especially in the beginning weeks of your preservice program.

ADAPTATION

TPR is very suitable for use with a communicative approach, especially in the early days of class. Its main disadvantage may be that your Trainees need to start speaking the new language right away, and classical TPR may require more time than your program can afford. However, a short period of TPR--even just several hours--can be an excellent way to orient Trainees to simple vocabulary and functions. Moreover, shorter operations can be used to progress more quickly to the stage of speaking skills. Many Peace Corps language programs use TPR as a teaching technique (rather than a method). A TPR activity may be used to introduce a new comptenecy, for example.

USEFUL INFORMATION

AUDIO-LINGUAL METHOD

BACKGROUND

World War II created a great and immediate need for fluent speakers of foreign languages in the U.S. Armed Forces. The Army developed a drill system of instruction to meet this need. Schools employed this method as part of a nationwide effort to train students in foreign languages for national defense, and the government spent enormous amounts of money on training. As a result, the "audio-lingual method" (ALM) is the best-known method from the United States. ALM lessons were standardized across the country, so all learners were exposed to the same dialogues on prerecorded tapes. (In fact, hundreds of thousands of Americans can still probably recite a fragment or two of their ALM dialogues verbatim.)

This method was influenced by "behaviorism," a movement in psychology and education that describes learning as a set of habits that can be manipulated scientifically by the stimuli to which the learner is exposed. This idea extends to language, which is thought to be a set of speech habits with no inherent shape. Behaviorists believed that the learner can build up these habits through exercises. Thus, a drill is seen as a way of reinforcing a language habit and thereby--by learner induction--teaching the meaning and use of the language. It is easy to learn how to teach using this method, so ALM may still be the dominant language training methodology used in foreign language teaching in the United States today. Unfortunately, it is not a very effective one. We know more about how people learn language than we did 50 years ago. We now understand that language learning is a more complex, creative, and emotional process than just learning new habits.

DESCRIPTION

ALM course material consists of 20-to-40-line dialogues that increase in grammatical and lexical difficulty. They are written to correspond to the age and interest level of the learner. Each dialogue has accompanying drills and other activities that provide practice of the material contained in the dialogues.

An ALM lesson begins with an oral presentation of the dialogue. The vocabulary contained in the dialogue is generally limited so that the learners' attention is not distracted from the structures to be learned. The instructor (or an audiotape) orally presents the dialogue, after which it is broken into shorter, more manageable phrases that the group, and then individuals, repeat. The focus is on accurate reproduction of the dialogue; therefore, during drilling or individual dialogue work, the instructor stops frequently to correct errors.

A series of drills consisting of three major types--repetition, substitution, and transformation--follows the dialogue. The drills are executed in various ways-chorally, individually, in "chains" around the room, etc. Supplementary vocabulary is sometimes introduced during drilling.

The instructor serves as a model of the target language, a director of drills, and a constant corrector of errors. In short, the instructor's responsibility is to create good habits on the learners' part. The learners strive for error-free reproduction of the target language through memorization of the set of dialogues. (It is for this reason that writings on ALM often mention the goal of "mim-mem," or mimicry and memorization.) Learners are encouraged not to deviate from the drills and dialogues presented, for deviation could result in errors. The native language of the learner is never used in the classroom.

In many ALM classrooms, use of a language laboratory to drill pronunciation is an important component of instruction. The instructor often listens in on student performance through headphones, correcting pronunciation individually.

DRAWBACKS

- This method downplays communication and encourages correctness, just the opposite of the goal of communicative competence.
- Learners are frequently drilled on phrases they do not comprehend.
- Originally, ALM courses were not designed to help the learner use the foreign language outside of class, so materials were not designed to be practical and relevant.
- Drills can be exhausting and boring. Many learners, especially older ones, go through the motions of a drill without retaining any of the material.

- Although perfecting drills and dialogues may be challenging for some students, the challenge is over once they are memorized; also, memorizing them does not benefit communicative competence, which lowers incentive.
- Dialogues are usually so standardized that they cannot be applied to situations other than the ones they depict.
- Mimicry and memorization of dialogues and the need to execute drills correctly produce anxiety and pressure.
- Learners do not become confident when they are not sure what they are saying, or when they cannot function outside of the fixed dialogue. Learning a language routine well can be a source of pride, but this accomplishment does not necessarily build internal confidence. Only a learner who can use a wide range of language in various situations experiences this self-confidence.
- Learners with low tolerance for ambiguity will appreciate fixed drills. Even learners who do not appreciate them can benefit from drills because, combined with integrative activities, they provide patterns learners can use in creating original sentences. For drills to be effective, though, their extremely negative effects must be eliminated or minimized. Drilling in fixed patterns does not encourage tolerance for ambiguity.
- ALM techniques do not produce a relaxed classroom.

OLDER LEARNERS

ALM seems to have a poor track record with American high school students despite their strong short-term memories and willingness to work with material not related directly to their lives; it is surely even less suited to older learners, with their weaker short-term memories and greater need for useful and relevant input. Besides that, ALM's emphasis on imitating to produce nativelike pronunciation further disfavors the older learner, who is less likely to reach such a level.

ALM makes most learners more anxious because the learner must perform immediately and constantly. Hours of practice and study using ALM does not result inwith any practical speaking skills, and this too is discouraging to older learners, who want to put their new knowledge into use. The fact that sentences can be recited without regard for when and where they may be practical to say makes retention less likely, too.

Finally, the oral emphasis, and lack of written grammar explanations, can create a stressful environment for the older learner, who tends to be stronger in the visual mode and who benefits from note taking and visual reinforcements.

ADAPTATION

To be useful for your purposes, ALM would need to undergo so many changes that it would scarcely be recognizable. It runs fundamentally against the idea that the purpose of language is communication (content), not correctness (form).

One kind of situation in which ALM techniques might prove handy would be in teaching "gambits," or phrases for conversation management, since to be effective, they need to be learned precisely, including intonation, etc.
A dialogue can have many uses, but memorizing and drilling it are among the least recommended ones. It can expose learners to common expressions and give them practice in saying them. It can introduce idioms and slang that are unlikely to be found in traditional language textbooks, and give good pronunciation practice. Dialogues can be memorized if they are very short, ritualistic exchanges that seldom vary in the order they are spoken.

ALM-style dialogues can be helpful in promoting listening comprehension if a cassette player is available, if the dialogues are short and well recorded, and if they contain examples of natural interactions between native speakers.

OVER VIEW

MANAGING THE CLASSROOM

Classroom management consists of techniques instructors use to work with learners. You might call it your "teaching style." It includes ways of handling the flow of activities in the classroom both related and unrelated to the lesson content you are presenting. This section gives some tips about language-related classroom teaching and general classroom techniques, both viewed in the light of the competency-based curriculum and the communicative approach.

FOREIGN-LANGUAGE-RELATED TECHNIQUES

Foreign Language-Related Classroom Techniques are techniques that are specifically related to the teaching of a foreign language and are based on language-learning research. These techniques are consistent with a communicative approach and with the competency-based curriculum. In providing some tips on how to apply principles of the communicative approach in some areas of traditional language teaching, we include the following:

- Error correction
- Grammar
- Pronunciation

All three of these aspects of foreign-language teaching play important roles in a traditional language-learning curriculum and much-reduced roles in the communicative approach and the competency-based curriculum.

GENERAL TECHNIQUES

General Classroom Techniques are techniques that apply to any kind of classroom situation, not to any one subject, and that can help you avoid certain common problems. We relate these techniques to the Peace Corps training context and address the specific issues of older learners.

The art of good teaching, of course, has a virtually inexhaustible list of general classroom techniques, and any trainer could probably write a good manual giving her own teaching "secrets." We include only a few common areas of concern here:

- How to manage learner-centered activities
- How to intervene in learner centered activities
- Error correction
- How to have a discussion
- How to conclude a class session

HOW TO DO IT

HOW TO MANAGE LEARNER-CENTERED ACTIVITIES

TEACHER ROLE IN LEARNER-CENTERED ACTIVITIES

The trainer who is accustomed to energetically directing each lesson activity may feel uncomfortable using the communicative approach's less controlled, learner centered techniques. The activity might be a game, a group problem-solving effort, or a creative project. Less controlled, or "open-ended," activities are not uncontrolled; although the way the class members work their way toward the goal may be uncontrolled at some points along the way, the goal of the activity (the competence or language skill) is kept under control. You may feel nervous when members of the class are talking all at once, moving around rapidly, or laughing or shouting loudly. In a traditional classroom, such behavior is frowned upon. But in a class whose goal is communicative competence, all of these expressions indicate that learners are relaxed, confident, and working hard to use the new language. Another point to bear in mind about less controlled activities is that they do not leave you with nothing to do. Rather, you act as an involved "facilitator," keeping the activity moving, involving all the learners, and noting learner progress.

A trainer who uses learner-centered techniques successfully will develop a high degree of sensitivity to the group and to its progress in taking charge of the learning process. When the skilled trainer perceives that the group is having difficulty, s/he has the discipline not to step in and take over the exercise but first to encourage the learners. The following four-step process enables struggling learners to continue learning with the maximum degree of independence.

HOW TO INTERVENE IN LEARNER-CENTERED ACTIVITIES

Keeping control while letting Trainees take the initiative requires highly sophisticated leadership on the trainer's part. You must be closely enough involved with the process of the exercise to know when to intervene and when to keep silent. It also requires discipline to follow the four-step order in making interventions, keeping in mind that the goal is to promote independent learning and to allow the Trainees to use their own strategies and styles to achieve communicative competence.

WHEN A LESS CONTROLLED EXERCISE FALTERS

No trainer involvement:	• Allow to work alone.
Little trainer involvement:	• trainer notes errors for future review.
More trainer involvement:	• Encourage only • Offer additional data • Suggest a procedure • Give a hint

THE FOUR STAGES OF INTERVENTION

- When the group appears to be having difficulty, the trainer first encourages them, expressing confidence in their ability.
- If that is not enough to get the group working again, the trainer provides additional information, including new vocabulary when needed.
- If the group still does not function smoothly, the trainer makes a procedural suggestion. For example, if the group cannot come to a consensus on the logical order of a series of pictures, the trainer might say, "See if you can agree on which photo is last in the order. Come back to the first later." Or the trainer might ask, "Has everyone shared an opinion yet? Have you forgotten to get someone's ideas?"
- As a last resort, the trainer can give a hint to the solution: "Take a look at the last sentence to find the mistake." "If I tell you that Item A matches with Figure 6, does that make any of the others fall into place?"

HOW TO DO IT

ERROR CORRECTION

ERROR CORRECTION AND COMMUNICATIVE COMPETENCE

The communicative approach in general discourages error correction of the kind usually found in traditional language-learning classrooms: for example, when the instructor stops the learner in midsentence to correct the learner's speech, or covers student writing with corrections in red pencil. There are several reasons for this position:

- If communicative competence is the goal of second-language acquisition, the message--or comprehensible input and output--is what is important, not the form the message takes (with errors or error free). Therefore, most error correction does not contribute to the goal of communicative competence.
- Error correction can have a negative, and sometimes devastating, effect on learners, especially in the sensitive domain of language learning. This effect is even worse with older learners, who are likely to have more anxiety and lower self-confidence than younger learners.
- Error correction has not shown impressive results in language-learning research and may thus be a waste of class time.

WHEN TO CORRECT ERRORS

For these reasons, we recommend using error correction in very limited circumstances. They would include the following:

- When the focus is on form, not content. Error correction, like grammar and pronunciation teaching should be the focus only in situations in which communicative competence is not the immediate goal of the lesson. Such situations would include revising writing, doing manipulative grammar exercises, or doing other nonevaluative activities.
- During communication activities, error correction should be avoided except when the message cannot be understood. In that case, there are several ways to communicatively clarify or correct incomplete or inaccurate output.
- If a learner consistently makes a cultural error (verbal or otherwise) that has a strong stigma for native speakers, the error should be pointed out and alternatives presented. As we discussed earlier, communicative competence is a measure not

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merely of linguistic correctness but of cultural appropriateness and sensitivity. For example, certain sounds, such as nose blowing, may be considered unimportant in one culture and highly impolite in another. Certain phrases, too, can be easily misunderstood when translated to the new language and cause embarrassment or hurt.

WAYS TO CLARIFY AND CORRECT

Good techniques of error correction give learners the opportunity to self-correct. Self-correction makes it more likely that the learner's comprehension will improve and is also consistent with a learner-centered approach. Such techniques are similar to the communication devices used between native speakers to allow for self-correction of mistakes. Here are three of them:

1. INDICATE LACK OF COMPREHENSION POLITELY

This is probably the technique that comes closest to the normal language acquisition process. You can indicate that a native speaker such as yourself finds the message confusing. Offer a polite "Pardon?" or "I'm sorry, I didn't understand. Could you repeat?" That signals to the speaker that something--whether pronunciation, structure, or choice of word--is wrong. This is also an opportunity to answer a learner's questions about the error she has just made. Here it is best to let the learner take the initiative.

2. REPEAT ERRONEOUS SENTENCE IN CORRECTED FORM

Repeat the speaker's sentence in corrected form, to confirm that the message was properly understood. For example, if the Trainee says, "My cousin of host family is visiting this week," you might say, "Oh--your host family's cousin is visiting this week." If a Trainee says, "My electricity go out last night," you could say, "You say your electricity went out last night?"

3. GIVE SPEAKER ALTERNATIVES FOR EXPRESSING MEANING

If a message is confusing, give the speaker correct alternatives to choose from. For example, after a confusing sentence, you could ask a learner, "Did you mean his sister gave the party or his sister attended the party?" This method of correcting while clarifying can be used between learners as well as between trainer and Trainees.

HOW
TO DO IT

HOW TO HAVE A DISCUSSION

WHAT IS A DISCUSSION

Lesson plans, especially at the intermediate and advanced levels, often call for discussion in the target language. We define a discussion as a voluntary exchange of comments and questions among class members. The word "discussion" does not mean a rambling conversation with no particular topic. Rather, learners start by hearing a presentation or having an experience related to one or more competencies identified in the needs assessment. The lesson plan calls on the Trainees to discuss this topic or competency. For example, discussion topics might include:

- understanding and responding to negative feedback from community members,
- preparing to approach government officials for funds, or
- examining male-female relationships in the new environment.

THE PURPOSE OF DISCUSSION IN THE CLASSROOM

The main purpose of a discussion in language training is to promote communicative competence. Discussions can lower the affective filter and create lively peer interactions on many topics.

STRATEGIES FOR IMPROVING DISCUSSION ACTIVITIES

Sometimes, however, it can be difficult to get learners to participate in discussions. These are some simple ways to increase the likelihood of having a successful classroom discussion on a competency-related topic:

- Step aside and let the group take over. Do not try to lead the discussion. Merely act as a facilitator, to keep things moving and distribute time fairly among class members. Sit down.
- Try not to ask questions to which you already know the answer. If you ask an obvious "fact" question, there is nothing to discuss. Instead, ask for feelings, opinions, attitudes, and preferences, questions that start with "How" or "Why." The best kind of question is one that provokes curiosity and interest, especially about an experience that Trainees may have overlooked or been puzzled by. Some examples:

"Did you notice that the visitor took a long time to get to the point, to reveal the purpose of the visit? Why do you think he did that?"

"Why do you suppose the second Volunteer was more successful than the first in getting the official to cooperate?"

"What did the woman in the story want to get across by leaving when she did?"

Discussions will be most successful when learners must create their own interpretations.

- Let Trainees know that you expect them to volunteer their comments. Try not to call on people, or they may become passive and the exercise will turn into a series of mini-dialogues between you and the Trainees instead of a conversation among all of the participants.
- Let the group know before they hear a presentation or have an experience that they are going to discuss it afterward. That is the simplest way to increase participation in a discussion, because learners know they will be expected to talk afterward. If they can anticipate what is expected of them, they will listen and think more attentively.
- The learners should do most of the talking, to avoid having the discussion turn into a question-and-answer session with you. The discussion format is not meant for prolonged explanations by the trainer. If you are asked questions, answer them briefly and then turn questions back to the learners.
- Finally, choose a seating arrangement that is conducive to discussion. The drawings that follow show various possible arrangements of trainer (X) and Trainees (0).

Seating Arrangements Nos. 1 And 2: Learner-Centered

Seating Arrangement No. 3: trainer-Centered

Learners cannot see each other without straining, so all comments will tend to be directed at trainer.

No. 1

```
0     x     0
 0         0
  0       0
    0    0
      0 0
```

No. 2

```
0x0
```

No. 3

```
      x
0 0000000
```

Although seating arrangement No. 3 tends to be the most common in classrooms, No. 1 and No. 2 are much more conducive to a discussion environment. If your room has movable chairs, take advantage of the flexibility by making seating arrangements that reflect your goals. Keep chairs close enough to allow optimal visibility and audibility but not to make Trainees ill at ease.

HOW
TO DO IT

HOW TO CONCLUDE A CLASS SESSION

KEEPING TRACK OF TIME

It is easy to fall into the trap of filling in the last half-hour of a session with exercises and stopping when the clock says the time is up. A lesson in which teacher-directed practice grinds on until the end is often the result of too little planning or keeping poor track of time. If this habit goes unchecked, it can create attitude and learning problems.

Running out of time, the opposite problem, can also result in an unsatisfying conclusion to a lesson and interrupted exposure to new language forms, which hinders older adults in particular. In general, you should try to spend the amount of time you planned for each exercise, unless doing so would seriously impair the lesson.

If you keep notes in your lesson plan outline about the times required for each activity, you can make better time estimates with each successive training cycle.

PURPOSES OF A CONCLUDING SECTION

Each lesson plan should have a concluding section. The conclusion should show the learners how far they have come since the session began.

- A final recap of the lesson can give learners a sense of accomplishment by allowing them to demonstrate a degree of mastery over a new set of language skills.

- In a competency-based curriculum, the ideal review is often to let the Trainees role-play the entire competency covered in the lesson.
- The last five or ten minutes can be used to build team spirit, encouraging Trainees to congratulate one another on their achievement during the session.

Plan a good concluding activity for the lesson and make sure you save time for it.

USEFUL INFORMATION

GENERAL LANGUAGE LEARNING ACTIVITIES

The following compilation of activities has been adapted from the *Peace Corps Language Training Curriculum* . They can be used with many of the competencies listed there.

DIALOGUES

ORAL DIALOGUES

Purpose: To improve students' speaking and listening skills. To familiarize students with natural utterances and conversational exchanges related to the competencies.

Directions: -Introduce the characters (usually two) in the dialogue using stick-figure drawings, pictures, or puppets. You can indicate when a different person is speaking by changing your voice slightly, by stepping to the left or right, by pointing to two pictures of people on the board, by using two different hats that you change quickly.

-Act out the dialogue several times, taking both parts and presenting the general meaning, and the pronunciation, rhythm, stress, intonation of the utterances. Visuals can be used to dramatize the dialogue.

-Have students repeat each line of the dialogue several times.

-Take one of the parts. Have the whole class take the other part.

-After practicing the dialogue several times, reverse the roles.

-Have one half of the class take part A and the other half part B.

-Reverse roles.

-Have students practice the dialogue in pairs. Circulate and monitor the students' performance.

Note: Two-line dialogues are appropriate for beginners. As students progress in their use of the language, a 6-8 line dialogue will be appropriate.

RITUAL

Purpose: To have students memorize set phrases that are frequently used in everyday conversation. A ritual is a short form of a dialogue. An example is:
A: Hello, how are you? B: Fine, thanks. And you?
Directions: (see Dialogue)

LINE-GRAM DIALOGUES

Purpose: To introduce or practice a dialogue
Directions: Draw a line gram on the board representing the lines of a dialogue. Each word is represented by a line; all punctuation is included.
Example: What's your last name?
My last name is Smith.
The preceding becomes:

________ ________ ________ ________ ?
_______ _______ ______ _______ _______

Model the dialogue (following the steps in Oral Dialogues above)
-To help students with rhythm, stress and intonation, use a pointer to tap out the lines while modeling them.
-As students master the first pair of lines, add more lines and tap them out.
-Have students clap or tap out the lines.

CUMMINGS DEVICE

Purpose: To have students practice useful, high-frequency sentences to ask for and receive simple information.
Directions: -Write a short conversational exchange on the blackboard.
Example:
How many __1___ do you have?1. brothers, sisters, children
I have __2___ ____1______ 2. 1,2,3,4,5, etc.
-Present the conversation to be sure students understand the meaning.
-Go through the list of words to make sure students understand.
-Have students repeat the lines after you.
-Have students respond. You take one part; students the other.
-Have students practice the conversation with each other. Students choose which words they want to slot into the blanks.
(note: schedules, charts, maps and other sources of information are useful for a Cummings Device.)
Note: This is similar to a dialogue, but it is usually shorter and has holes where a variety of words can be added.

CONSTRUCTALOG

Purpose: Students make their own dialogues from a list of words and expressions.
Directions: -Put a few key words (or pictures) on the board.
-Ask the students to work in pairs to create their dialogues based on these cues.
-Have students present these dialogues to the class.

DIALOGUE GRIDS

Directions: -Use pictures to cue lines of a dialogue.

DRILLS AND CONTROLLED RESPONSE ACTIVITIES

GENERAL PURPOSE OF ALL DRILL ACTIVITIES	To present/practice language in a controlled situation.
REPETITION DRILLS	-Model an utterance. -Have students repeat first in a large group, then in smaller groups and finally individually. Pictures can be used to reinforce the utterances.
SUBSTITUTION DRILLS	-Model the first utterance while the students repeat. -Give a substitute item as a cue. This is done by showing a picture or saying the word. -Students say the utterance substituting the new word in the previously modeled sentence.
REJOINDER DRILL	-Say the first line of a 2-line exchange. -Cue the appropriate rejoinder by a word or phrase given orally, written on a card or shown in a picture. -The student then supplies the second line.
EXPANSION DRILL	-Give a basic sentence. -Tell students to add a new element to the sentence (for example: an adjective, a time phrase).
TRANSFORMATION DRILL	-Give a sentence orally. -Tell students to change it in a certain way (for example: present to past tense; singular to plural).
CHART PATTERN PRACTICE	-Show a chart containing a series of pictures (for example: daily activities). -Use the pictures to cue sentence patterns.
CHAIN DRILL	-Have students sit in a circle. Model the drill. -Begin the chain by asking one student a question. For example: "What's your name?" -The student answers and then asks another student the same question. -The chain continues until all the students have asked and answered the question.
DOUBLE CIRCLE	-Move the chairs to form two circles--one inside the other. Students in the inner circle sit facing those in the outer circle. -Present a question (for example, "What's your name?"). -The pairs of students facing each other in the two circles take turns asking and answering the question. - After the answers, the students in the outer circle move one chair to the right.

-Ask another question. The new pairs then ask and answer both questions. -Continue moving chairs and presenting questions until students have had sufficient practice.

MEMORY DRILL

-Choose a topic area (for example, food, clothing,).
-The teacher or student begins by saying, "I'm going to (capital city), and I'm going to take a _______.
-The second student repeats what SI said and adds an item.
-The next student repeats what SI and S2 have said and adds a third item, etc.

TOTAL PHYSICAL RESPONSE

Purpose: To teach language through a series of commands.
Directions:: -Model a series of commands stating the sentence as you perform the action, For example, "Go to the door." as you walk to the door.
-Invite 3-6 students to walk through the commands with you.
-Give the commands to the students without doing the action with them.
-Model the commands; all students repeat.
-Students, as a class or individually, give the commands to the teacher to perform or to each other.
-Pair students and have them practice giving commands to each other.

ACTION SEQUENCE

Purpose: Students perform and then describe a series of actions that are associated with a topic area, e.g. buying food in a market.
Directions: -Demonstrate the sequence while the students listen and observe.
-Go through the sequence again, stopping to explain new words. Students listen and observe.
-Go through the sequence again while students respond to the commands with the appropriate actions. Students do not speak.
-Teach the commands. Students repeat the sentences several times for practice.
-One student gives the commands while a second student responds with the actions.

RECITATION

Purpose: To provide students with phrases useful for explaining or describing themselves to a native speaker.
Directions: Students memorize a short series of sentences. Although these sentences would not all be recited at once, they can each be used in real conversation in response to questions. Example:
My name is _______.
I'm from (country)
I speak (language)
I'm (age).
I'm single.
-Present the recitation using information about yourself.
-Make sure students understand the meaning of each sentence.

-Go through the recitation sentence by sentence. Help each students with the information they need.

-Have students memorize their recitation.

-Students practice in pairs.

-Individual students present their recitations to class.

MONOLOGUE

Purpose: To present a short monologue to serve as basis for listening practice

To introduce new vocabulary, grammatical structures

Note: Choose a topic that will be useful to students in interacting with the host community. Possible areas are: family, food, a U.S. holiday, a game or sport, a movie or book plot.

Directions: -Plan your monologue.

-Give the monologue (30 seconds is a good length). Have students listen.

-Repeat the monologue.

-Allow the students to ask questions about the material. Write key words on the board or use visuals to make the meaning clear.

-Say the monologue again.

-Ask students questions about your monologue.

-Ask students (individually or as a large group) to give your monologue as accurately as they can.

Variation: Students can give their own monologue based on the same topic as yours.

GAMES

GENERAL PURPOSE OF ALL GAMES

To practice language in pairs/small groups using an enjoyable activity.

SPINNER CARDS

-Put pictures of new vocabulary related to a competency on a spinner card.

-Students take turns spinning the arrow on the spinner card and asking an appropriate question to another student. The student answers based on the picture cue.

QUESTIONS

-The teacher or a student thinks of an object (related to a competency area) or the teacher shows a student a picture or a card with a vocabulary word written on it.

-Students try to guess the object by asking yes/no questions.

ACTION GUESSING GAME

-The teacher gives each student a card with an action written on it or the students in teams can decide on which to present.

-A student mimes the action and the other students (or the other team) tries to guess what it is.

TIC TAC TOE

-Give each student a Tic Tac Toe grid with 9 boxes. and tokens.
-Write (or have students write) words from the topic area being studied in each box.
-Divide students into pairs.
-One student has "X"s and the other has O's.
-Students take turns reading a word or using it in a sentence.
-If the student uses the word correctly, s/he puts an X/O in the box he chooses on the grid.
-The first student to get three X's or three O's in a row (diagonal, horizontal or vertical) wins.

BINGO

-Make bingo cards (or have students make their own cards) using words from the current topic area, pictures, numbers, etc.
-Give each student a bingo card and tokens.
-Call out (or have a student call out) one of the words/numbers on the bingo card.
-If a student has that word, s/he covers it up with a token.
-The first student to cover up five in a row wins.

GO FISH

A card game. Prepare sets of duplicate cards with pictures of objects (related to a competency).
-Deal 5 cards to each student.
-Put the rest of the cards face down in the middle.
-In groups, students ask each other for cards to make pairs. (For example, Do you have an apple?" Yes, I do." No, I don't. Go Fish."
The student who has to "go fish" draws a card from the pile.
-The first student to get a pair for each card in his hand, wins.

CONCENTRATION

Purpose: Students compete to match pairs of index cards by remembering their location. Pairs can include picture/word; synonyms/antonyms; grammar contrasts.
Directions:-Make sets of cards using pictures or vocabulary from a competency.
-Put the cards face down in columns and rows.
-Taking turns, students turn over two cards.
-If they don't match, students turn them back over.
-When a match is made, students read the words or use them in a sentence.
-They then remove the cards and take another turn.
-The student with the most pairs wins.

MAGIC CUBES

Purpose: To practice new vocabulary.
To practice asking and answering questions in small groups.
Directions: -Make cubes (6 sides) out of heavy cardboard.
-Put pictures of new vocabulary related to a competency on each side of the cube.
-A student throws the cube, identifies the picture and uses the new word appropriately.
Variation: Students can work in pairs and ask each other questions. The answer depends on the information on the side where the cube lands when thrown.

MEMORY TABLE

- Bring 5-10 objects (related to a topic area) and put them on a table.
- Cover the objects with a cloth.
- Remove the cloth for about 30 seconds and allow students to study the items.
- Then cover them again with the cloth.
- Have the students work alone or in groups to record what they saw.
- Compare and check lists.

RUN AND TOUCH

- Attach pictures (related to the topic area) to the board.
- Divide the class into two teams and have them line up in front of the board. -Call out the first new word.
- The first member of each team runs to the board, pointing to the picture representing the word that the teacher calls. The first student to touch the correct picture gets a point for his team.
- The first student then goes to the end of the line and the game continues until all members have had a chance to play. The team with the most points wins.

SIMON SAYS

Purpose: to practice following commands

Directions: -The teacher gives a command. Sometimes it is preceded by "Simon Says" sometimes it is given without saying "Simon Says".

- Students follow the command only if the teacher says, "Simon Says."
- A student who makes a mistake loses one point. The student who has lost the fewest points at the end of the game is the winner.
- A variation is to substitute "Would you please" for "Simon Says" to help students learn to use polite requests.

GAME BOARDS

Purpose: to practice vocabulary or grammatical structures by playing a game.

Directions: -Make a simple game board with a START, a FINISH and spaces connecting the two.

- Write in each space a vocabulary word from the topic being studied or a grammatical item related to the topic.
- Divide students into teams.
- Students take turns throwing the dice, moving the number of spaces shown on the dice and reading or following the instructions on the space where they land.
- A student who makes a mistake must go back to the space where he was before he threw the dice.
- The winner reaches FINISH first.

SCRAMBLES	-Write the words of a sentence that has been practiced in class on 3x5 cards. -Scramble the cards. -Have students in pairs or small groups arrange the words to form a sentence.

ACTIVITIES THAT USE VISUALS

TOWN MAP	-Make (or have students make) a large map of a town (or of your town). Use it as a base for locating places in all the units. -Have students describe how to get from one place to another using the map.
PICTURE FILE	-Put together a picture file of magazine pictures, teacher made pictures, student made pictures to use for teaching different topic areas. -Use these pictures to teach vocabulary, to use as a base for creating stories, for cultural discussion.
PICTURE CUES	-Use pictures to cue a change in tense or person. Hang the cards on the wall. -Point to them when students need correction or instruction.
PICTURE STORY	-Present a 6-10 frame picture story related to a topic area. Students "read" the story and tell what the characters do and say.
LOOK AGAIN PICTURES	-Find two similar pictures, draw two similar pictures or change a picture to make it slightly different from its original. -Give students the two pictures. -Ask students to find the differences and explain them to the class.
WALL CHARTS	*Purpose:* To record frequently used phrases. *Notes:* Common lists might include: Clarification questions; idioms; frequently used questions to ask for information *Directions*:-Post large pieces of paper in the classroom. -Keep an on-going list of common phrases. -Point to phrases to cue students

WALL PICTURES

Purpose: to give the students the opportunity to see lots of target language print.
-to expose the students to commonly seen environmental print, for example: traffic signs, building names, words on/in buildings.
Directions:-Label items in the classroom and leave the labels up even if you are not explicitly referring to them in your lesson. Students will constantly see the labels and begin to recognize common words.
-Put up signs in the classroom related to a topic area. For example: post the names of places in a city in the Transportation Unit. Have students use these signs for direction giving: Go to the bank. Turn left at the school., etc.
Variation: -Have students walk around town and write down language they see on signs.
-Bring the words back to the classroom and discuss.

CUISENAIRE RODS

Purpose: To focus students' attention on a specific structure or to stimulate classroom conversation.
Note: Cuisenaire rods were used originally in math.
Directions:-Rods can represent structural concepts or they can be used to represent vocabulary items. Some uses of rods for teaching vocabulary include building a town with rods; presenting a family tree with rods; placing rods in a house to represent furniture.

SIMULATIONS AND COMMUNITY CONTACT ASSIGNMENTS

ROLE PLAY

Purpose: To practice speaking and listening skills by creating real-life situations in the classroom.
Directions: Students should first have practiced the language they are going to use.
Students can use dialogues previously learned or they can write their own dialogues based on previously practiced language.

-Divide students into pairs or small groups.
-Give each student a part to play, a role. This part can be described verbally or written on a *task card* or it can be cued by pictures.
-Each group or pair has a few minutes to practice before performing before the class.
-Circulate and help students while the groups are preparing.
-After each group has performed, give feedback or ask other students for feedback.

COCKTAIL PARTY

Purpose: to practice the language in an informal situation
Directions: -Develop a set of identities, one for each student in the class. All the identities have some connection with each other. For example: everyone is a member of the same family; everyone is a suspect in a murder mystery.
-Give each student a card with an identify on it.
-Tell students they are at a cocktail party with a lot of people. Their job is to find out who the people are and what their relationship is to them.
-Have students memorize their identify.
-Students walk around the room and talk to as many people as possible and find the connections.
-After students finish their conversations, have them tell you the connections.

INTERVIEWS

Purpose: to provide an experience where students interact with native speakers and practice listening, speaking and perhaps note-taking skills.
Directions:-Assign students a topic (or let students help select the topic).
-Brainstorm with the students a list of vocabulary, possible questions needed for the interview.
-Have students work in pairs to develop questions they may need for the interview.
-Review with the students clarification techniques that they may want to use.

-Have students practice the interview questions in a role play situation.
-Students conduct the interview.
-When students return to the classroom, have them give brief reports on what happened, for example: how did they feel? were there any surprises?
-Have students report what they learned from the person they interviewed.
-Make a list of tricks the students learned, e.g., how to ask for clarification, how to control the questioning, how to get the conversation back on track.

FIELD TRIPS

Purpose: Going outside the classroom allows students to use the language in a real situation with native speakers.
Note: Make sure to choose field trips that will be appropriate in your culture. If necessary, arrange with businesses or people before the students take the field trip. Be sure to talk with the students before the trip about what actions will and will not be culturally appropriate.
Directions:-Give students assignments related to a topic area.
-Have students go out and complete the assignments
-When students return to the classroom, talk about what happened and what they learned (see Interview above).

USEFUL INFORMATION

LISTENING ACTIVITIES

The following compilation of activities has been adapted from the *Peace Corps Language Training Curriculum.*

GUIDELINES FOR LISTENING ACTIVITIES

Purpose: To prepare students for real-life listening.
The level of language that students can understand is at a much more advanced level than what they can speak. Therefore, listening activities can include vocabulary and structures beyond students' spoken ability. Listening activities should be developed based on the characteristics of Real-Life Listening:

- We listen for a purpose and with certain expectations.
- We make an immediate response to what we hear. (although the response may be non-verbal).
- We usually see the person we are listening to. Therefore, non-verbal gestures are an aid in comprehension.
- There are some visual or environmental clues as to the meaning of what is heard.
- Stretches of heard discourse come in short chunks.
- Most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, 'noise', and colloquialisms, and in its auditory character.

TYPES OF LISTENING ACTIVITIES

1) Listening without making a response
2) Listening and making a minimal response, often non-verbal, to demonstrate understanding
3) Listening and making responses either speaking, reading or writing

The following activities can by used for types 1-3 listening activities. The number of parentheses relates to the type of activity. Most of the following activities are predominantly types 1 and 2 since activities that include listening/ speaking/reading / writing are 4-skill activities and are included in the General Activities Section.

INFORMAL TEACHER TALK

(l) Students need to hear the target language as much as possible. Use natural speech in your classroom whenever possible (greetings, classroom commands, when changing an activity -[for example, "O.K. That's enough. Let's go on to the next activity."]) Students will initially understand only minimal vocabulary but they will begin to hear your intonation patterns, pronunciation and common phrases used in everyday speech. Appropriate gestures will help students begin to understand meaning. Since non-verbal gestures differ from culture to culture begin using appropriate head, hand, and finger motions as soon as the course starts.

(2) Comprehension can be tested based on appropriate non-verbal responses.

(3) Students can be encouraged to ask for clarification (see language in Topic II.3) when they don't understand classroom directions.

REAL-LIFE EAVESDROPPING

(1) Students should be encouraged to pay attention to native speakers outside of class. Give specific real-life listening assignments related to a topic area. For example, have students listen to people greeting each other at parties; have students listen for exchanges in the market between buyer and seller.

(2,3) After listening to native speakers, students can report to the class parts of the conversation they understood; ask questions about phrases they didn't completely understand; make comments (probably in English) about gestures and non-verbal interactions in these conversations to figure out cultural aspects of the exchanges.

TEACHER MONOLOGUE

(l) Talk to the students about your own experiences in the different topic areas (for example, describe your family, talk about your house, describe your holiday plans). To help students in listening, first tell them what you are going to talk about, then give them a specific listening task. For example, if you are going to talk about your family, ask students to listen for the numbers of brothers/sisters you have; for the name of your youngest child. Although students won't understand everything, they'll enjoy the personal interaction and (2,3) may be able to ask basic questions for more information or clarification.

CONVERSATIONS WITH NATIVE SPEAKERS

(l, 2) Invite another native speaker into your classroom. Carry on a conversation together based on the topic area you're focusing on in class. Give students a specific listening assignment. For example: If students are working on housing language, have a conversation between a tenant who is interested in renting a house and a landlord and ask students to listen for the amount of the rent, when it is due, how many rooms are in the house, etc.

PICTURES

(1) Choose a picture relevant to a topic area (for example, people waiting for a bus at a bus station). Talk about the picture, describing the people, what they are doing, perhaps giving a conversation between characters in the picture. Point to appropriate parts of the picture as you speak.

(2) Ask students to point to appropriate parts of the picture as you talk or

(3) Ask and answer questions about the picture.

PICTURE STORIES

(1) Use a series of 6-10 pictures that tell a story. Narrate the story pointing to the appropriate picture.

(2) Ask questions about the story and have students respond by pointing or by (3) one-word answers.

TELL ME A STORY

(2) The teacher tells a story with a lot of action in it. Students must act out the story as the teacher tells it.

MAPS, CHARTS, DIAGRAMS, FAMILY TREES

(1) For example, describe routes from one place in the town to another; use a chart as the basis for describing food likes/dislikes; show a diagram of the floor plan of a store and describe the location of items; describe your family members by using a family tree. Have students listen to your descriptions.

(2) Have students demonstrate understanding by pointing to the appropriate parts of the maps, floor plans, etc.

(3) Have students respond to questions about the information the teacher gives in the maps, charts, etc.

INFORMATION GAP

(2) Give students a map/chart/etc. that has not been filled out. Dictate what the students should put in each box. Give students a map or grid (such as a bus schedule) with information missing. Dictate the information and have students fill in the blanks.

Flight No.	From	To	Arrives	Departs
Pan Am 65	New York	----	6:45	----
----	----	Prague	----	10:05

(3) Or have students with different information work together to solve a 'puzzle.' For Example: Back to Back Maps. Divide students into pairs. One student in each pair is A; the other is B. Give each student a map of the town. Student A's map has some of the buildings in the town named; other buildings have question marks on them. Student B has the buildings labeled that S A does not and question marks on the ones that are labeled on S A's map. S A must describe the location of each building so that S B can label the buildings on his map. Then S B describes for S A.

JIGSAW LISTENING

(3) Each student (or group of students) is given one part of the information needed to comprehend the whole. The students listen on tape or read their own parts and then share their information orally with the class in order to figure out the complete piece. Examples of Jigsaw Listening activities are: a mystery where each student has one clue; a recipe where each student has one of the instructions; a story where each student has one sentence.

CONSTRUCTION ENGINEER

(2) Give students approximately 10 rods (or blocks) of different colors. Give students directions about where to place the rods. For example: Put the green rod on the table. Put the white rod on top of the green rod. Put the red rod next to the green rod, etc. After you finish giving instructions, have students compare their constructions.This activity can also be done by placing objects or pictures of objects in different places according to your instructions.

(3) Have students direct each other to build a structure using the rods. Students can sit back to back. Student A gives instructions while building the structure himself. Student B follows the instructions, asking for clarification if necessary. After the structure is completed, the students compare the results.

DRAWING PICTURES

(2) Talk about a picture which the students cannot see and ask them to draw what you describe. Then compare the students' pictures with the one you described. This can be very simple: for example: "There's a table in the middle of the room. There's a cat under the table. There are four chairs around the table. There's a coffee pot on the table."

FIND THE MISTAKE

(2) Describe a person, place, or thing that all the students know and can see. This can be the room you are in, an object in the room or one of the students in the class. As you make your description, give false information. For example, if describing a blond-haired, blue-eyed girl named Betty from New York, you might say, "This is Susan. She's from Chicago. She has brown hair and brown eyes." Each time you give false information, the students must raise their hands. Pictures with lots of detail can also be used for this activity. As students look at the picture, give an oral description of the picture but make deliberate mistakes. Students circle or check the items that you describe incorrectly.

(3) Students can also correct the false information.

BINGO

(2) This game helps students identify vocabulary words from a topic area. The teacher calls out a relevant word and students place a marker in the appropriate box on the bingo card.

DICTATION

(2) Dictate information. Have students write what you say.

MULTIPLE CHOICE

(2) Give students a worksheet with several possible answers on it. Read one answer and have students circle the one you read. For example: in the Food Unit to practice reading labels, give a worksheet such as the following:
(Teacher reads "I need rice.")
a. beans b. peas c. rice (Students circle 'c'.)

SONGS

(1) Students enjoy native language songs both for pleasure and for cultural value. They don't need to understand every word in a song; they can enjoy the music with a minimal understanding of meaning. Play the song first. Then summarize the song in English, giving the meaning and any interesting background information. Students should listen to the song on successive days so they begin to learn the tune and pick out specific words.
(2,3) After listening a few times, they can begin to follow the written text and sing along.

TAPES

The teacher can make a tape of a conversation between native speakers, of a short narrative, of part of a radio broadcast, of a pronunciation drill and students can listen to the tape as many times as they need to in order to complete an assignment. This assignment can be a worksheet with questions to answer, such as jigsaw listening, or an oral drill to practice different sounds in the language. There are also commercially made tapes in the native language (of lectures, or stories read aloud, etc.); however, these are usually very difficult for beginning learners of the language.

MOVIES, VIDEOS

(1) Films relevant to the target culture are often interesting to students. Although beginners won't understand the majority of the narration, they will pick up meaning through the visual images and will benefit from listening to native speakers' intonation and pronunciation and will begin to pick up bits of the language.
(3) Ask questions about what students have seen and heard.

RADIO/TV

(1) Students may watch native language TV programs or listen to radio programs with their host families. Encourage students to listen to programs outside of class and use selected broadcasts in class. For example, a tape of a weather report from the radio can be a good opportunity to practice listening for vocabulary learned in a weather-related activity.
(2) Write weather vocabulary used in broadcast on board. Have students listen for words and point to them when they hear them used.
(3) Have students ask and answer questions about *short* taped broadcasts
(3) Make a tape with short "news" items (e.g."There's free beer in the bar on Saturday." "Movies will cost $10. next year." Have students react appropriately, using appropriate intonation.

USEFUL INFORMATION

GRAMMAR ACTIVITIES

The following compilation of activities has been adapted from the *Peace Corps Language Training Curriculum.*

THE STAGES OF A GRAMMAR LESSONS

The same basic four steps of **motivation, information, practice** and **application** also apply to a grammar-based lesson .

1. MOTIVATION Students need to encounter new grammatical patterns in contexts where there is a significant difference in meaning communicated by the new structures. From the very beginning of the lesson it is important for students to understand the link between a particualr grammatical form and the important distinction in meaning that the form conveys. This can be communciated through pictures, dialogs, a role play or even a teacher modelling the different forms and the meanings that they communicate.

2. PRESENTATION Presentation is the stage at which students are introduced to the form, meaning and use of a new piece of language. At this stage students learn how to put the new syntax, words and sounds together. The grammar point can be introduced either inductively or deductively. In an inductive presentation, the teacher presents an activity in which a grammar point is used. Students figure out the grammatical rules after participating in the activity. In a deductive lesson, the teacher provides students with grammatical rules and explanations. A variety of the activities in the General Activities and Listening Activities Sections can be used to present grammar points.

3. PRACTICE This stage can be divided into Controlled Practice and Free Practice. In the **Controlled Practice** stage, the learner begins to manipulate the structure, gaining control of the structure without the additional task of having to be creative with the language. At the **Free Practice** stage, the learner engages in communicative activities to practice the structure being learned. These activities usually involve exchanges in which a speaker or listener cannot anticipate what is going to be said next. However, the student is still in the classroom, the activity is designed to practice a particular structure, and the activity is being monitored in some fashion by the teacher.

4. COMMUNICATIVE USE: 'Use' activities go beyond the language classroom into the community. The teacher may set up the activity, but the teacher is not usually around to monitor the language exchanges. Since 'Use' activities are usually interactions with native speakers, the language may be controlled somewhat by the questions of the learner; however, the native speakers are not usually controlling the grammatical structures that they use.

ACTIVITIES FOR PRESENTATION AND CONTROLLED PRACTICE

MODELLING/ REPETITION DRILLS	The teacher gives a clear spoken model of the new language, using normal speed, stress and intonation. The teacher can give this model several times with students repeating after her, both in chorus and individually.
ISOLATION	The teacher can isolate parts of a sentence by repeating the part with the grammatical structure she is teaching. Or the teacher can isolate it by writing the sentence on the board and pointing out or underlining the critical grammatical point.
DIALOGUES	The teacher presents the grammatical point through the conversation of the two characters.
TIME LINES	These diagram representations are useful for teaching and contrasting verb tenses.
FINGERS	Fingers can be used to isolate parts of a sentence. Each finger can be a different word in the sentence. By pointing to the appropriate finger, the teacher show students where to find a key grammatical item.
CUISENAIRE RODS	Teachers can give different grammatical properties to rods of different colors or lengths to make grammar learning more visual.
EXPLANATION	The teacher gives grammatical explanations in the native language of the students.

TOTAL PHYSICAL RESPONSE	Use listening based exercises to help students match meaning and form in context. Students can respond either physically or verbally. Students can listen to different examples and then figure out the grammatical rule for themselves or the teacher can point out the rule.
STORIES	The teacher develops a short story based around the particular topic area being studied. In this story, she repeatedly uses the grammatical point that the unit or competency area will focus on.
CLOZE PASSAGE	After a story is told, the teacher can write the story, omitting the grammar point to be studied. Students fill in the blanks with the appropriate grammatical item.
PICTURES	Picture files, photographs, and stick figure drawings can all be used as the stimulus for presenting and practicing grammatical points.
REALIA/ CLASSROOM OBJECTS	These can be used in matching structures with meaning.
CHARTS/ TABLES/ SCHEDULES/ GRAPHS	These are good for practice of grammatical structures.
SCRAMBLED SENTENCES	To practice word order, question/negative formation verb tense formation, etc. write each word of a sentence on a 3x5 card. Mix up the words and let students in pairs/small groups put the sentences in the correct order.
SONGS	Songs can often be chosen that repeat certain grammatical structures.

ACTIVITIES FOR FREE PRACTICE INCLUDING ACTIVITIES DONE IN PAIRS OR SMALL GROUPS

PICTURES	Students can be given a choice of pictures around which they develop their own story that uses a particular grammatical structure.
GAMES	Many of the games mentioned in the General Activities section can be played with a grammatical focus.

INFORMATION GAP

In this kind of activity, each student has different pieces of information necessary to make a whole. Students share information with each other to fill in grids, charts, schedules, or to tell a complete story or solve a problem.

PARALLEL WRITING ACTIVITIES

Students receive a sample of writing (a letter, for example) using a particular grammatical point. They develop their own piece of writing using the same structures.

SIMULATIONS AND ROLE PLAYS

Having the students take roles in the simulation of a real life situation allows them to practice structures in a communicative setting and one in which social factors may affect the use of a structure.

ACTIVITIES FOR COMMUNICATIVE USE

INTERVIEWS

Students can be assigned to interview host country nationals about a variety of topic areas. The assignment can be given so that students must use a particular grammatical structure to talk to the native speakers. For example: If the class is practicing the past tense in the Employment Topic, the assignment might be to ask 4 native speakers about the job they had before the one they have now.

FIELD TRIPS

Students can be sent into the community with assignments that require that they use certain structures in the target language. For example: If the class in the Shopping Unit is working on question words, students can be told to ask the price of 5 items in a food market or to ask the names of 3 food items.

TIPS FROM THE FIELD

SONGS AND GAMES

Songs, games and rhymes can be incorporated in your lesson plans, especially at the review stage and in the afternoon sessions, when students are sleepy. In fact, they can be used at any stage of the lesson. They teach language and culture together. Songs teaching culture usually involve a discussion about activities in the culture, e.g., who sings and what the occasion for the song is. There are usually language points to be discussed as well. One good example is the national anthem, and some teachers have Trainees sing it every morning.

Language Coordinators from Anglophone Africa Posts developed this selection of useful language songs and games for the classroom at a TOT Workshop in Zambia in 1995. Although the descriptions are in English, all are intended to be carried out in the target language.

BUZZ

Purpose: Practice with numbers
1. Participants stand in a circle and begin to count: first person says 1, the next says 2, the next says 3, etc. BUT
2. Participants should not say numbers that contain 7 (7, 17, 27, 37 etc.) or numbers that are multiples of 7 (14, 21, 28 etc.). Instead they have to say BUZZ!
3. If someone makes a mistake, they leave the circle and the next person starts again with 1. Try to reach 50 without mistakes.

ALPHABET

Purpose: Practice with vocabulary
Have a chart made depending on what competency, but it works well with the topics of food and introductions:
Sample

Name	Country	Town	Food	Drink

1. One student begins by telling the other "start. " Then that student's partner has to start thinking through the alphabet in order. When the first student says, "stop," the one who has been thinking about the alphabet has to say what letter the other had reached.

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2. Every member in the group then has to fill in the chart as quickly as possible with alphabetically appropriate choices. The first to finish tells the others to STOP.

Sample of completed chart

Name	Country	Town	Food	Drink
Belinda	**Britain**	**Baltimore**	**Bread**	**Beer**

It is not necessary for the elements to match except by first letter.

3. Each student should have a turn as the commander and as the alphabet thinker.

Follow-up: Have students talk about the information they have written: "Belinda is from Britain. She travelled to Baltimore. She likes beer and bread."

ALPHABET GAME

Purpose: Practice with vocabulary

1. Participants make a circle.
2. When one says a letter, the next person should say a word that begins with that letter.
3. That person calls out another letter and the next person has to come up with a word and so on.

Variation: Instead of calling out a new letter, the next person must say a word that begins with the final letter of the word just spoken.

MEMORY CONCENTRATION GAME

Purpose: Review grammar points, vocabulary

1. Make paired flash cards of words and phrases. It works well with positive and negative verbs; past, present, and future tenses; singulars and plurals; opposites.
2. Spread cards face down on the table and two students take turns selecting cards, trying to make pairs. When a pair is made, they are removed from the table. At the end, when all the cards have been removed, the student with the most pairs is the winner. Trainees should be practicing phrases and statements like "Which one?" "Sorry, you failed!" "It's your turn," and "I won!"

WHO AM I? GAME

Purpose: Practice questions

1.One Trainee leaves the class, and while he/she is out of the room, the others decide whom or what to call him/her. They write the word or name on a sticker.

2. The Trainee returns to the room and the sticker is placed on the trainee's back.
3. The Trainee then has to ask a series of yes/no questions to determine what is written on the sticker. "Am I a human being?" "Am I a woman?" etc.

SIMON SAYS

Purpose: Practice with verbs
1. The leader of the game says, "Simon says: sleep!" and other Trainees have to pantomime the verb.
2. A Trainee who doesn't do the correct action becomes the new leader.

TIME MACHINE GAME

Purpose: Practice with telling time
Materials needed: A big game board, dice
Number of participants: Usually not more than four
How to Play:
1. The first player throws a die to determine how many steps to move. Whe the player reaches a square with a clock, he or she must construct a sentence using the time indicated on the clock face. Players follow other directions as indicated on the squares.
2. Players alternate turns until someone reaches the finish square.

USEFUL INFORMATION

GLOSSARY OF LINGUISTIC TERMINOLOGY

This useful glossary of common terms used in linguistics and language learning theory was compiled for the *Language Training Reference Manual*. The terminology is used throughout this Resource Kit.

ACHIEVEMENT TEST	An instrument or system for measuring how well a learner can perform the individual training objectives (competencies) taught in a certain number of lessons. This kind of test is less important in a competency-based curriculum than in a traditional, grammar-based one.
ACQUISITION	A term from the "natural approach" used to describe how children learn their native language and how this process can be applied to second language learning.
ANXIETY	A feeling of uneasiness. High anxiety levels will prevent language acquisition.
APPROACH	A schema for organizing a program of learning. An approach includes the expected stages of development in learners and may include a variety of compatible methods and procedures.
ASSESSMENT	An informal test OR a process of assessment (eg, portfolio, or a classroom based assessment like a checklist).
AUDIO-LINGUAL METHOD	(ALM) A language teaching methodology based on structural linguistics and behavioral psychology.
AUDITORY MODE	The language skills of listening or speaking.
CLASSROOM MANAGEMENT	Procedures for carrying out training that do not appear on every lesson plan:

(1) a practice followed at all times, such as moving chairs in a circle for discussion.
(2) a set of predetermined responses to events that occur unpredictably, such as correcting errors.

CLOZE EXERCISE	A written text with words or phrases deleted; the learner must supply the missing word(s) to fit the context. A practice or assessment exercise that goes beyond knowledge of isolated vocabulary. Some cloze exercises are referred to as "fill in the blank" exercises.
COMMUNICATIVE COMPETENCE	The ability to communicate in a language in linguistically and culturally appropriate ways, like a native speaker; the goal of language training programs using the national approach. Similar to "functional proficiency" as described in Peace Corps oral interview.
COMPETENCE	A person's potential; what a person can do or say in a second language.
COMPETENCY	A performance-based process leading to the mastery of life skills needed to survive in a given society. In language training, we are concerned with competencies involving language.
COMPETENCY-BASED CURRICULUM	The full set of language-learning materials based on processes needed to live and work in a community (in this case, a second-language community). A competency-based curriculum is organized according to performable objectives.
COMPETENCY CHECKLIST	A list of competencies in the training program with spaces to check successful performance of each competency for each Trainee.
COMPETENCY OUTLINE	A form showing the breakdown of each competency into its language skills (reading, writing, listening, and speaking), grammar and vocabulary, cultural notes, and materials and activities. A way of seeing the contents of a competency at a glance.
COMPREHENSIBLE INPUT	Spoken or written language that is clear, relevant, and appropriate to the level of the second language acquirer or learner; when learners understand new material, the material was comprehensible input.
COMPREHENSIBLE OUTPUT	Language that a second-language learner produces in meaningful contexts. Comprehensible output encourages interaction with native speakers and

	helps the learner to analyze the second language (i.e., the native speaker understands what the learner is trying to say).
COMPREHENSION ACTIVITIES	Language-learning activities that call for the learner to understand meanings.
DEDUCTIVE LEARNING	A style of learning that begins with a generalization and proceeds to specific examples. Also applies to a teaching style.
DRILL	A repetitive exercise, directed by the instructor, designed to impress a grammatical or semantic pattern on a learner.
ECLECTICISM	The selection and use of varied methods and activities that suit the content of the lesson objectives and the preferences of the learners.
ERROR	A second-language learner's deviation from the target-language norm. Second-language errors are both natural and systematic.
EVALUATION	What one does with the test/assessment info to make decisions.
FIELD DEPENDENCE	A learning style characterized by learning perception of the whole before the parts and preferring interaction with the Trainer and other students. The degree of field dependence varies from person to person and from situation to situation.
FIELD INDEPENDENCE	A learning style characterized by ability to reorganize isolated parts of a whole and by a preference to work alone. The degree of field independence varies from person to person and from situation to situation.
FILTER	A component of the monitor model that acts as an inhibitor in language learning. When the filter is high, the learner becomes self-conscious or anxious and no longer absorbs the new language. A major goal of the natural approach is to lower the filter. Synonymous with affective filter.
FUNCTION	A use of (or purpose for using) language, such as asking for information or arguing. Competencies can be classified by function, and functions can be graded in difficulty.

HYPOTHESIS FORMATION	The process of making guesses about the meaning or content of a sample of language, oral or written. A sign of learner activity in language learning.
INDUCTIVE LEARNING	A learning style that focuses on parts, details, and examples first, and generalizations later. Also applies to a teaching style.
KINESTHETIC MODE	Learning by use of movement, such as total physical-response activities, scrambled sentences, or "lineups."
LANGUAGE SKILL	Listening, speaking, reading, or writing. A competency is broken down into language skills to discover its contents and then teach them.
LEARNING	Term used in the natural approach to contrast with acquisition, designating more conscious, less spontaneous study of language. The natural approach downplays learning activities in favor of acquisition activities.
LEARNING STRATEGY	A specific way of handling a learning task or problem. One person may use a variety of strategies.
LEARNING STYLE	A person's preference for a certain learning strategy or set of learning strategies. Learning styles vary from person to person.
LEFT-BRAIN DOMINANCE	A learning style controlled by the left hemisphere of the brain. Left-brain-dominant persons are thought to be more analytic, logical, and objective.
LESS CONTROLLED EXERCISES	Activities in which learners take the initiative, organizing language units in their own way or creating their own language units or both. These dominate in learner-centered classrooms and methods.
LESSON PLAN	A written plan of the entire contents of one day of class, the time needed to teach each part, and materials required.
LIFE SKILLS	Activities that a person must perform, using language and other means, to survive and function in society. Synonymous with "competency" as used in this manual.

LINGUISTIC COMPETENCE	The ability to manipulate grammatical forms correctly. Linguistic competence is a part of communicative competence.
MODE	The sensory realm used by a person in a learning situation. (See visual mode, auditory mode, and kinesthetic mode.)
MONITOR MODEL	A model of the second-language acquisition process. The monitor model consists of three internal systems: the affective filter, the organizer, and the monitor; and two external elements, input and output.
NATURAL APPROACH	A structure and philosophy for language training programs developed by Tracy Terrell and Stephen Krashen that stresses acquisition of the second language in a way similar to first-language acquisition.
NEEDS ASSESSMENT	A process by which a trainer identifies the language skills needed by the learners and then orders those skills to form the basis for a competency-based curriculum. A needs assessment is a critical first step in the development of a language training program.
OPERATION	A procedure for doing a task, a natural sequence of actions.
PRODUCTIVE SKILLS	Speaking, writing, or physically performing a task from a language source; these all demonstrate comprehension of language by the learner.
PROFICIENCY TEST	A means of measuring a learner's general communicative competencies. A proficiency test does not concern itself with how or when the material has been taught.
REALIA	Real-life objects used in second-language teaching. Menus, tools, toys, train schedules, food, and application forms are some examples of realia. (See taxonomy.)
RECEPTIVE SKILLS	Listening and reading, since they do not result in any audible or visible production of language by the learner.
RIGHT-BRAIN DOMINANCE	A learning style controlled by the right hemisphere of the brain. Right-brain-dominant persons are thought to be more subjective and intuitive.

RISK TAKING	A behavior characterized by a person's willingness to take chances. Moderate risk takers appear to be more successful second-language learners than either high or low risk takers.
ROLE PLAYING	Having learners play themselves or others in dramatic situations in order to use language not found in classroom situations.
SEQUENCE	The order of competencies and language skills in a curriculum. The sequence of lessons in a competency-based curriculum is the order in which Trainees are likely to need the material once it has been graded for grammatical difficulty.
SILENT WAY	A language teaching methodology developed by the late Caleb Gattegno. It is characterized by a minimal use of language on the part of the Trainer, in the belief that learners can best internalize the target language when they are challenged and aided to generate it themselves.
SPIRAL	To return to parts or all of a competency or other teaching point presented earlier in a training program, using more complex language the second or third time.
STRUCTURE	In this manual, used synonymously with "grammar" or "grammatical structure."
SUGGESTOPEDIA	A language teaching methodology developed in Bulgaria by Georgi Lozanov. Suggestopedia uses relaxation techniques to stimulate greater right brain involvement in the language acquisition process.
TARGET LANGUAGE	The language being learned, a second or foreign language.
TAXONOMY	Comprehensive list, in this manual, of teaching/learning organizational styles.
TEST	A test (usually norm-referenced or high-stakes or formal) administered at one point in time; Example: LPI
TOLERANCE FOR AMBIGUITY	A learning style characterized by an acceptance of situations that are not clearly defined. Tolerance for ambiguity may aid second-language acquisition.

TOPIC	An area of general importance to human life: housing, food, shopping, government services, etc. Competencies are classed by topic.
TOTAL PHYSICAL RESPONSE (TPR)	A language teaching methodology developed by James Asher. TPR incorporates a silent period and physical activity into the acquisition process.
VISUAL MODE	The language skills of reading or writing.
VOCABULARY IN CONTEXT	Techniques to teach vocabulary without lengthy word lists and dictionary use. Vocabulary can be taught using gestures, realia, paraphrase, redundancy, and other means.

USEFUL INFORMATION

GLOSSARY OF PEACE CORPS TERMS AND ACRONYMS

This useful glossary of common Peace Corps terms and acronyms first appeared in the *PATS Manual*.

AA	Assignment Area. Description of the training, qualifications and experience required for a specific Volunteer assignment. Also indicates a generic job title and code number for a Volunteer assignment.
APCD	Associate Peace Corps Director
BENEFICIARY	An individual who receives the immediate or ultimate benefits of a project. In a teacher training project, for example, the teachers being trained are immediate beneficiaries, and the students who will be taught by those teachers are the ultimate beneficiaries.
CD	Country Director
CDU	Country Desk Unit. The administrative unit serving a group of Peace Corps posts, and located at Peace Corps Headquarters in Washington.
COLLABORATING AGENCY	A national or international institution (public, private, bilateral, or multilateral) involved in a project with Peace Corps and a sponsoring host country agency, and providing technical or material resources.
CONTRACTOR TRAINING EVALUATION REPORT	A report written by the COTR, assessing the contractor's work on a training event, such as a PST.
COUNTERPART	An individual doing the same job as the PCV, or one with the same functions and characteristics. Ideally, this is the person with whom a PCV is partnered, with the PCV benefiting from local knowledge, expertise, experiences and motivation, and the counterpart benefiting in turn from updated technical knowledge, expertise experience and motivation, for subsequent

transfer to the project's target beneficiaries. The Volunteer and counterpart are "employed" and supervised by the same agency or organization.

In some projects a beneficiary who shows particular aptitude in adapting to changes being introduced, and who is trained over the course of the project to serve as a trainer/advisor for his or her peers, may also function as a counterpart. Using beneficiaries in this capacity is especially important in settings where trained host country personnel do not exist , or are not available in sufficient numbers to serve all beneficiaries. Farmer leaders are examples of beneficiaries who can function as counterparts.

COSC	Close of Service Conference. A planned event which marks the end of a Volunteer's assignment. Activities are planned to assist Volunteers in making the transition back to the United States and to receive Volunteer feedback on their assignments.
COTE	Calendar of Training Events. A session-by-session, hour-by-hour, schedule of a training event.
COTR	Contracting Officer's Technical Representative. Provides technical support and oversight to the contractor.
COUNTRY AGREEMENT	A legally binding document developed by Peace Corps and the host country governmental body responsible for overseeing Peace Corps activities. This document specifies Peace Corps program goals and activities.
CO-WORKERS	Individuals who work in the same unit, department or organization/agency as the PCV, or in another organization/agency and who work in some capacity with the same beneficiaries. Although co-workers have different functions than those of PCVs and their counterparts, activities provided to the same beneficiaries may need to be coordinated. A Volunteer working in agricultural extension may, for example, have a nutritionist as a co-worker.
DOW	Description of Work. Document that defines the goals of training and provides the following: general guidelines for trainer responsibilities, expected Trainee competencies, number of instruction hours, course content, host country officials to be used as resources for training, and country-specific requirements particular to the training.
EVALUATION	A special data collection and analysis, sometimes carried out by an objective outsider, to determine project or program effectiveness, to review management issues, or to reorient or revitalize an existing project.
FILL RATE	Degree to which Trainees are provided for a specific assignment, as compared to the number requested.

GOAL	A broad statement of *what is to be achieved by the end of the project*. It is expressed in terms of production improvements and/or improvements in the capability or conditions of beneficiaries. A goal is directly linked to the project purpose. A project may have more than one goal.
HCA	Host Country Agency. Generally used to refer to the primary host country entity with which Peace Corps collaborates on a project.
HCN	Host Country National. A citizen of the host country who works on a Peace Corps project. Also refers to citizens of the host country employed by Peace Corps. (The latter are also referred to as FSNs if they are career Peace Corps employees.)
HOST COUNTRY	A country that has invited Peace Corps to work within its borders, and to establish human development projects for the benefit of its citizens.
ICE	Section of the General Services Division within OTAPS called Information Collection and Exchange. ICE is responsible for gathering and distributing technical materials such as books and manuals, and for assisting in the development of in-country resource centers.
IPBS	Integrated Planning and Budget System. Annual document that contains a Peace Corps post's program strategies and goals, including proposed new projects, a description of the year's programming and training events, and a budget for the country program.
IST	In-Service Training. Training activities that take place in the PCV's assigned country during the period of service, and meet a Volunteer's ongoing training needs: technical, linguistic, cross-cultural and health/ personal safety.
MILESTONES	Short term indicators of progress toward meeting project objectives. They help explain *what* is to be accomplished and *when*. Milestones must directly contribute to accomplishing the relevant objective. Milestones are linked to the tasks of the Volunteers.
MONITORING	Process of gathering and analyzing information as part of a regular reporting system (monthly or quarterly Volunteer reports, *for example*).
MOU	Memorandum of Understanding 1) When referring to training, the MOU is a document written by Peace Corps staff and the contractor's Training Manager to clarify the agreement reached between the two parties. The agreement describes how the training program will be implemented and ensures that the contractor agrees to provide the training as

	described. The MOU spells out any changes the contractor and Peace Corps staff have made to the training program. 2) When referring to programming, an MOU is a document that defines the terms of agreement between Peace Corps and a Host Country Agency regarding a collaborative project. The MOU, also called "Project Agreement", contains or refers to the project plan and defines the responsibilities of the PCVs, Peace Corps staff and the HCA.
MSC	Mid-Service Conference. Event scheduled for Volunteers who are approximately halfway through their assignments. The conference provides training and development opportunities and obtains feedback from Volunteers.
PROJECT ASSIGNMENT	Assignment that does not fit into a project for which a project plan yet exists (or will exist in the near future). Non-project assignments must still have a job description with specific starting and ending dates.
OBJECTIVES	The final results which together achieve a project goal or goals. They should be expressed in terms that are quantifiable, qualitative, and time-specific, and directly linked to project goals. A goal usually contains more than one objective.
OTAPS	Office of Training and Program Support. Office at Peace Corps Headquarters that provides technical assistance to the regional staff and to all Peace Corps posts. OTAPS is composed of three divisions: Program Support, Training and General Support.
OUTCOMES	The changes (impact) for the ultimate beneficiaries that are expected as a result of a product(s) or service(s) in a project. Purpose and goal statements reflect outcomes, using terms like increase, decrease, or improve.
OUTPUTS	The products or services that have been produced in a project, and their effects on the population targeted for intervention (beneficiaries). Outputs are measured at the objective and milestone level, with action-oriented verbs.
PCT	Peace Corps Trainee (not yet sworn in as a Volunteer)
PCV	Peace Corps Volunteer
PC/W	Peace Corps Washington. Refers to Peace Corps headquarters and the offices/services therein.
PDO	Pre-Departure Orientation. A two- or three-day program held in the U.S., providing departing Trainees an overview of their overseas assignments.

PRELIMINARY PROJECT PLAN	Brief document that summarizes the initial project planning steps and permits verification of the feasibility of a potential project.
PROBLEM	An existing social or economic need that in good probability can be addressed by applying host country and Peace Corps resources.
PROBLEM STATEMENT	A short statement defining an undesirable situation that needs to be changed, and that Peace Corps can realistically address. It is preceded by a definition of the problem, its scope, consequences, and causes. A problem statement is the basis for defining the project purpose (the full or partial reversal of the problem).
PROGRAM	Refers to all Volunteer activities within one country. *Example:* The entire Peace Corps operation in Costa Rica, including all activities in which Volunteers are involved, is referred to as the Peace Corps Program in Costa Rica.
PROGRAMMING	The process by which Peace Corps and host country agencies work together to design, implement, and evaluate Volunteer-based projects.
PROJECT	Refers to all Volunteer activities related to a common purpose, goal(s) and set of objectives. *Example:* Under the health sector in Costa Rica, there are two projects – one Sanitation Project and one Nutrition Project – each with a separate set of goals and objectives.
PROJECT AGREEMENT	Document which. although not legally binding, serves as a contract between Peace Corps and the host country agency, clearly defining th goals, objectives and details of the project, as well as the responsibilities of each party. Also known as MOU, or Memorandum of Understanding, in some countries.
PROJECT CRITERIA	Official Peace Corps policy statement that defines the parameters each project must strive to meet. The 13 project criteria provide guidelines for implementing Peace Corps philosophy, addressing host country needs, and utilizing resources.
PROJECT PLAN	The written agreement between Peace Corps and a host country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria and host country needs. The project plan often is incorporated into a project agreement (or MOU) that is jointly signed.

PROJECT PARTICIPANTS	All those involved, in any way, in the design, organization, implementation, evaluation and documentation of a project are considered to be participants
PROJECT PURPOSE	The overall reason or rationale for the project, answering the question – *Why should this project exist?* It represents a full or partial reversal of the problem statement. The project purpose should include a reference to how the beneficiaries' condition will change for the better.
PSC	Personal Services Contract. Legally-binding agreement between Peace Corps and an individual for the individual to provide a remunerated service such as training to the Peace Corps.
PSR	Project Status Report. Annual document , prepared by a Peace Corps post, reporting on progress achieved on each project. Using these documents, PC/W and a Peace Corps post review the status of all projects in that country, and make adjustments as necessary.
PST	Pre-Service Training. Training events that take place in the country of assignment before trainees are sworn in as Volunteers. Training activities cover knowledge, skills, and attitudes in technical, language, cross-cultural and personal health/safety areas.
PTO	Programming and Training Officer. Associate Peace Corps Director responsible for oversight of programming and training activities.
PTO	Private Voluntary Organization. A non-governmental agency, funded by public or private sources, that engages in human development projects or assists charitable causes. Sometimes referred to as NGO, or non-governmental organization
QUALITATIVE DATA	Information that tells about the quality and capacity of the project or program and includes opinions, feelings, observable changes in people.
QUANTITATIVE DATA	Information that may be manipulated statistically. Quantitative data includes tabulations of frequency, percentages, and averages.
QTRS	Quarterly Trainee Request Summary. Document submitted four times a year to Peace Corps/Washington (Office of Volunteer Recruitment and Selection) by each Peace Corps post to project the numbers and types of Volunteers needed for the country projects.
SECTOR	Refers to all Volunteer activities within one content area. Peace Corps activities are classified according to the following

	sectors: agriculture, education, environment, health, small business development and youth development.
SITE SURVEY (OR ASSESSMENT)	The assessment of each potential Volunteer site prior to initial or subsequent placement of Volunteers. The site survey assesses community conditions, project-related conditions, and Volunteer working and living conditions.
SKILL CLUSTER	A range of qualifications within an Assignment Area, some or all of which are considered acceptable for a specific assignment.
SOW	Statement of Work. Part of the contractual document outlining the responsibilities of a person performing a Personal Services Contract (PSC) or an organization performing under a non-Personal Services Contract. The SOW is included in the Request for Proposals (RFP) provided to contractors who wish to bid for a training program or other Peace Corps contract.
SST	Stateside Training. A training event for technical skill-development provided in the United States when PST is not available in-country, for financial or technical reasons. SST is provided to trainees before departure for their assigned countries. Length of training varies depending upon project needs and Trainees' entry skills.
SUPERVISOR	The person within the Host Country Agency, whether governmental or non-governmental, who is in charge of a particular department, unit or other group to which a PCV is assigned, and by whom the PCV's work is supervised. In some cases, the supervisor can also have a counterpart relationship with the Volunteer.
TASK ANALYSIS	A document defining the responsibilities of a specific Volunteer assignment by breaking each major project milestone into the activities the Volunteer must perform.
TCT	Third Country Training. PST activity that takes place in a country other than the United States or the country of Volunteer service, scheduled when the appropriate training is not available stateside or in-country. TCT typically includes Trainees from more than one country.
TOT	Training of Trainers. A program to prepare training staff for their duties. The TOT is attended by the Training Manager, Coordinators, Language Instructors and other instructors, and support staff as determined by the Training Manager.
TOT REPORT	A written report which compiles the results of the TOT workshop. The report includes a general assessment of the training group as well as assessments of individual training staff.

TRAINING DESIGN	Detailed (hour-by-hour, session-by-session) outline of the training philosophy; goals; session objectives; content, methodology, and activities to meet objectives; list of resources; and evaluation methods. The training design is intended for use by trainers.
TRAINING SYLLABUS	A detailed outline of a training event , meant to be shared with Trainees, host country representatives, and interested field staff. A training syllabus is developed for each training event and includes the schedule, learning objectives, activities, and methodology for each session.
VAD	Volunteer Assignment Description. The document outlining the responsibilities, activities, work objectives, cross-cultural expectations, living conditions, entry skills, and other competencies required for a given Peace Corps Volunteer assignment. It is used by placement officers to select and place future Volunteers, and to inform those invited to become PCVs about the assignment they are being offered.
VOLUNTEER ASSIGNMENT	A set of responsibilities to be undertaken by one or more PCVs working on a project. *Example:* The Nutrition Project in Costa Rica has two Volunteer assignments: 1) an assignment which includes activities requiring the skills of a person with a degree in health and/or nutrition, and 2) an assignment which includes activities requiring the skills of a person who has a background and an expressed interest in community extension work in health and nutrition.
VOLUNTEER GENERATIONS	Successive Volunteer groups serving over the length of a project. Generations may be "evolving", with each group building on the work of the preceding one, or "repeating" with later groups undertaking the same tasks as earlier generations, but at new sites.
VRS	Office of Volunteer Recruitment and Selection located at Peace Corps/Washington.

HOW
TO DO IT

PEACE CORPS RESOURCES FOR LANGUAGE TRAINING PROGRAMS

COMMERCIAL MATERIALS

Nearly all of these materials have been made available to posts through Information Collection and Exchange (ICE) since 1991. Language Coordinators will find many of these titles in their in-country Resource Center. Most are still available from ICE, so their ICE numbers are indicated in parentheses().

- E. Thomas Brewster and Elizabeth S. Brewster, *Language Acquisition Made Practical (LAMP): Field Methods for Language Learners*, Lingua House, 1976.

An early self-directed learning manual. It is overly prescriptive and it relies too much on listen-and-repeat practice activities, but this book also contains useful information about grammar, pronunciation and ideas for lesson topics with tutors.

- H. Douglas Brown, *Breaking the Language Barrier: Creating Your Own Pathway to Success*, Intercultural Press, Yarmouth, MA, 1991, (TR 053)

Information about language learning written in a clear, friendly style. Especially appropriate for trainees or PCVs.

- H. D. Brown, *Principles of Language Learning and Teaching, (third Edition)*, Prentice Hall, 1994 (TR 023)

A comprehensive introduction to second language acquisition and instruction. Widely used in US language teacher training courses in universities.

- Colin Campbell and Hanna Kryszewska, *Learner-Based Teaching*, (ED169)

Ways that English teachers can use students' experiences as the basis for lessons.

- JoAnn Crandall, *Teaching ESL Through Content Area Instruction*, Center for Applied Linguistics, Washington DC, 1995.

A short book describing how language lessons can focus on other academic subjects.

- Zoltan Dornyei, Sarah Thurrell, *Conversation and Dialogues in Action*, Prentice Hall, 1992 (TR090)
Suggestions for constructing better, more realistic dialogs and creative ways to teach them.
- James G. Henderson, *Reflective Teaching: Becoming an Inquiring Educator*, Macmillan: NY, 1992 (ED174)
Approaches to professional development that go beyond teaching techniques and activities.
- Arthur Hughes, *Testing for Language Teachers* (ED 084)
Information on "traditional" classroom testing, explanations of concepts, such as validity and reliability.
- Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learning-Centered Approach,* Cambridge University Press: NY 1986 (ED 139)
The most widely used resource regarding special purposes, language instruction. A bit theoretical.
- Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching,* Cambridge University Press, 1984 (ED 129)
Speaking activities for English as a Second Language classes, mostly at an intermediate level or higher.
- MacCarthey, Bernice, *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques,* EXCEL Inc., 1987, Barrington, Il., (ED187)
This volume explains the basic ideas behind 4MAT: the Kolb learning styles as well as information about left-brain and right-brain processing. The writing style is simple and straightforward.
- Anna Maria Malke and Ruth Montalvan, *Bright Ideas* (ED 147)
A 64-page collection of English teaching ideas.
- Terry Marshall, *The Whole World Guide to Language Learning* , Intercultural Press, Yarmouth, MA, 1989 (TR 046)
A short self-directed learning manual with an approach similar to the Brewsters' LAMP book.
- Patrick Moran, *Lexicarry: An Illustrated Vocabulary Builder for Second Languages,* Pro Lingua Associates: Brattleboro, VT. 1990 (TR 061)
A collection of generic line drawings that illustrate common vocabulary. A useful source of pictures to be used in the classroom.
- Alice Omaggio-Hadley, *Teaching Language in Context, (Second Edition)*, Heinle and Heinle, Boston, Ma. 1993. (TR078)
A standard comprehensive reference book about language teaching. A bit academic.
- Rebecca Oxford, *Language Learning Strategies: What Every Teacher Should Know,* (TR 060)
An academic overview of language learning strategies.

- Peter Renner, *The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator*, PFR Training Associates, 1994 (ED181)
A guide for facilitating workshops and sessions, full of practical ideas, clearly described.
- Pauline Robinson, *ESP Today: A Practioner's Guide*, Prentice Hall, NY, 1991.
A reference book about language instruction for special purposes--brief but rather academic.
- Joan Rubin and Irene Thompson, *How to Be a More Successful Language Learner, (Second edition)*, Heinle & Heinle, Boston, 1994. (TR089)
A very readable, practical book for language learners, encouraging independent learning. Good chapters about communication and language learning to share with teachers in a TOT.
- Susan Sheerin, *Self-Access,* Oxford University Press:NY, 1989 (ED 168)
A discussion of considerations in setting up and managing a self-access English language learning materials center.
- Christopher Sion, *Recipes for Tired Teachers: Well-Seasoned Activities for ESOL Classroom,* Addison-Wesley, Menlo Park CA, 1989 (ED132)
Language teaching activities to adapt.

ICE PUBLICATIONS

- *Language Learning Strategies for Peace Corps Volunteers* (R 069) (Mary Schleppegrell and R. Oxford)
A basic introduction to learning strategies that each trainee should receive.
- *Handbook for Classroom Testing in Peace Corps Language Programs* (T 068)
Now somewhat outdated, a discussion of testing techniques to use in PST.
- *Peace Corps Language Training Curriculum* (T0074)
A generic competency-based language curriculum for "survival." (Included on the CD ROM of this Resource Kit)
- *ESP: Teaching English for Specific Purposes* (M 031)
A clear, practical introduction to this field.
- *Teaching English as a Second or Foreign Language* (M 041)
A general overview of language teaching theory and methods, written for the non-specialist,
- *Nonformal Education Manual* (M 042)
Teaching ideas and session plans that are non-traditional and not necessarily classroom-based.
- *Teaching English as a Foreign Language to Large, Multi-level Classes,* (M 046)
Helpful resource for information on 4MAT lesson planning.
- *Culture Matters: Peace Corps Cross-Cultural Workbook,* (T0087)
Essential resource for integrating cross-cultural and language instruction.

- *PACA: Participatory Analysis for Community Action,* (M0053)
  This manual for community development includes several activities, particularly in the "Training" section, with implications for language use

VIDEOS

- *Adult Language Learning, A four-part video series*
  Titles: *How Adults Learn, Activating Learning, Making it Relevant, Classroom Procedures.*
  These short videos are accompanied by three booklets: "Participant Course book," "Activities Book," and "Trainer's Manual." All are available in English and French. "Activities Book" is available in Spanish. Available from the Training Division.
- Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (ED 144)
  There are four USIS-produced videos and a Peace Corps-developed trainers guide which accompany this volume. All are available from ICE

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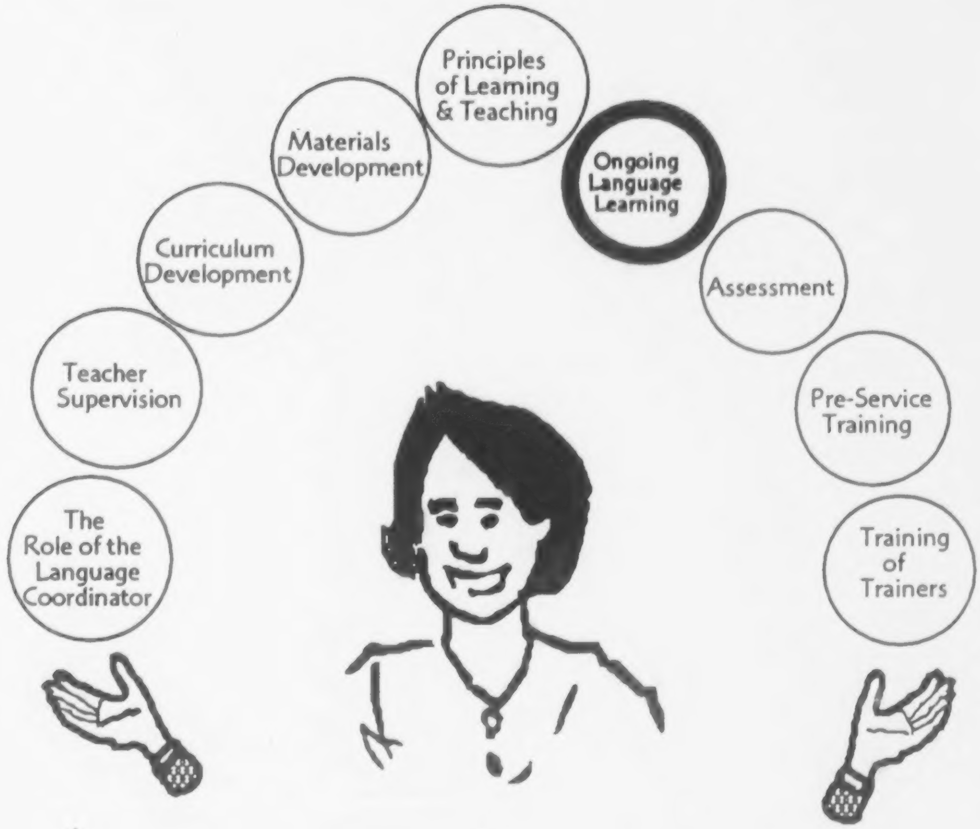
LANGUAGE COORDINATORS RESOURCE KIT

SECTION SIX

ONGOING LANGUAGE LEARNING


The Role of the Language Coordinator
Teacher Supervision
Curriculum Development
Materials Development
Principles of Learning & Teaching
Ongoing Language Learning
Assessment
Pre-Service Training
Training of Trainers

Peace Corps
Information Collection and Exchange (ICE)
ICE Publication Number T0096
February 1998

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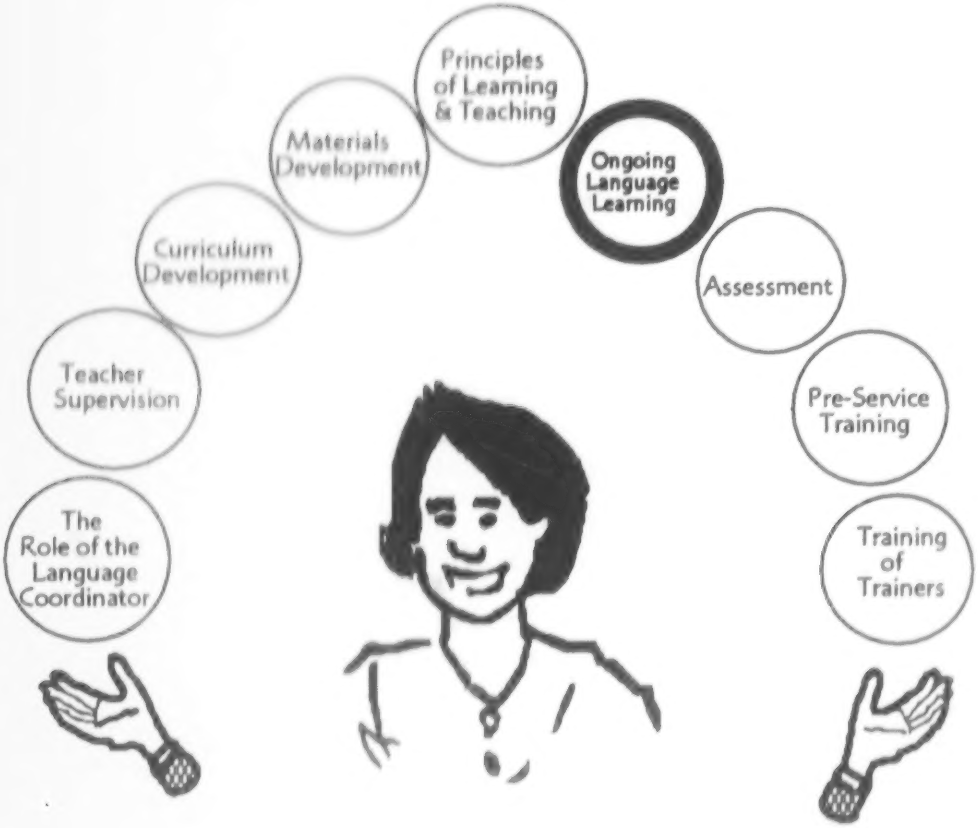
SECTION SIX

ONGOING LANGUAGE LEARNING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INFORMATION COLLECTION AND EXCHANGE

Peace Corps' Information Collection and Exchange (ICE) makes available the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts to development organizations and workers who might find them useful. ICE collects and reviews training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps-generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

Information about ICE publications and services is available through

Peace Corps
Information Collection and Exchange
1990 K Street, NW - 8th Floor
Washington, DC 20526

Add your experience to the ICE Resource Center. Send your materials to us so that we can share them with other development workers. Your technical insights serve as the basis for the generation of ICE manuals, reprints, and training materials. They also ensure that ICE is providing the most up-to-date, innovative problem solving techniques and information available to you and your fellow development workers.

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LANGUAGE COORDINATORS RESOURCE KIT
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ONGOING LANGUAGE LEARNING

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SECTION SIX: ONGOING LANGUAGE LEARNING

ONGOING LANGUAGE LEARNING

Language learning is not something that ends when PCVs are sworn in and sent to their sites. It is an ongoing process that is still only just beginning at the end of PST. In addition to setting up the PST language training, most Language Coordinators must also set up systems to support continued language learning.

This involves both integrating strategies training for independent language learning into your PST design and also setting up other systems to assist PCVs in continuing this process at their sites. This section discusses methods that Peace Corps has developed to encourage and assist PCVs in continuing their language study both formally and informally after PST.

IST DESIGN

Language Coordinators are responsible for designing Language ISTs to continue PCVs formal language study. Typically these occur from 3-6 months after PCVs are sworn-in, and focus on technical language needs that PCVs have identified as necessary for their jobs. Peace Corps countries have developed a wide range of IST designs to meet an equally wide range of PCV needs.

TUTORING SYSTEMS

Many Language Coordinators are also responsible for setting up and monitoring the system of monitoring tutors and reimbursing PCVs for paid language tutors or language informants at their sites. Support involves not only defining policies and establishing logistical systems, but also providing guidance and direction for both PCVs and Tutors that will maximize the language learning potential.

LANGUAGE NEWSLETTERS

Many Language Coordinators write a regular column in the PCV Newsletter as a way to maintain attention to language learning after PCVs are sworn in. In some countries, posts distribute a separate language newsletter with materials for ongoing study, suggestions for independent learning, and motivational materials such as jokes, songs, and cultural information.

LANGUAGE LEARNING STRATEGIES AND SELF-DIRECTED LEARNING

Many PCVs are really learning a second language for the first time in their lives, and don't have a lot of information or experience in identifying effective strategies and techniques. Many PCVs are assigned to sites where it is difficult to find tutors with formal training in language teaching, or understanding of the structure of their own language.

For these reasons, a major responsibility for Language Coordinators is to develop training sessions and support materials to help PCVs identify and use effective strategies for self-directed learning. Peace Corps has developed a number of useful methods for fostering awareness of the issues and techniques for self-directed learning.

TIPS FROM LANGUAGE CO-ORDINATORS

Language Coordinators have developed this list of suggestions for ways to encourage ongoing language learning at your post.

During PST:

- Start integration of strategy training early in PST.
- Administer the Strategy Inventory For Language Learning (SILL), but no sooner than the third week of classes.
- Allow time during PST when Trainees can talk in English about how they learn (use current PCVs).
- Give Trainees the opportunity to assess own needs and set their own goals, but provide structure and practice in doing this. i.e. - Have Trainees co-plan lessons with instructors.
- Build independent study time into schedule.
- Have Trainees read about and attend sessions on language learning.
- Include listening tasks and practice with learning logs in community assignments.

After PST:

- Revisit the points above during ISTs, and include tips and stories in the Language Newsletter.
- Use "non-language" training events (mid-service or technical ISTs) to support continuing language learning.
- Work with counterparts, so they understand their role in supporting PCVs continued language learning.
- Ensure that the PC Staff understands all three language learning goals.

- Provide reference materials, and help PCVs access materials.
- Encourage PCVs to seek out tutors or language helpers.

WHAT THIS SECTION CONTAINS

This section contains an overview of activities that support ongoing language learning.

About ISTs:
- basic issues and general considerations for IST design
- models of various kinds of ISTs and activities often included
- guidelines and samples of evaluation techniques for the ISTs
- guidelines and samples of IST Final reports

About Tutors:
- basic issues and general considerations for using tutors and language informants
- guidelines and samples of informational materials about tutoring
- sample forms and systems for monitoring the tutoring process

About Newsletters:
- guidelines and samples of materials for language newsletters or columns in the PCV newsletter

About Self-Directed Language Learning:
- basic issues and general considerations for self directed language learning
- descriptions of various activities and techniques for self-directed language-learning
- systems for self-assessment of language proficiency
- information about and training sessions for learning strategies training
- training session plan to identify individual learning styles

WHAT NEEDS TO BE DONE

IDENTIFYING ONGOING LANGUAGE LEARNING NEEDS FOR YOUR POST

Every post has different needs for supporting on-going language learning after the PST. In some countries, post-PST language training systems such as tutoring programs, language newsletters, and integrated systems for IST training design are well-established. In other countries such systems are less-well developed. Moreover, newly emerging models of training such as Community-Based Training are placing an even greater need for systems to promote learner autonomy and responsibility, and require that these issues be integrated into the PST curriculum as well. Unfortunately self-directed language learning is a new area for language learning in general, so there are few models to look at.

In order to help you assess what things need to be done in your program, Peace Corps Language Coordinators developed this brief checklist to help you determine what needs you have in your program in relation to some of the issues involved in ongoing language learning. For each of the items below, select the letter of the response that best describes the situation at your post:

A. **Completed successfully**
B. **Completed, but needs revision**
C. **Not completed, and it needs to be done**
D. **Not completed, but not important at present**

Items that you marked with a B or C will probably need further development.

ON GOING LANGUAGE LEARNING DEVELOPMENT NEEDS

_____ 1. Information, session plans, materials and systems to support PCVs in selecting and working with language informants or tutors

_____ 2. Systems to monitor PCVs ongoing learning plan with tutors and provide reimbursement

_____ 3. Clear guidelines about policies and logistical resources for ongoing language learning (how much tutors can be paid, how many hours a PCV may claim for reimbursement, time-limits effecting tutoring reimbursement, etc.)

_____ 4. A variety of designs for sessions at both PST and IST that outline and practice self-directed language learning techniques and strategies.

_____ 5. A variety of materials that explain and practice effective language learning strategies, techniques for self-assessment, and specific techniques and strategies for self-directed and non-classroom language learning

_____ 6. A format and materials for a language newsletter or "language column" in the PCV newsletter that provides additional information about the language and encourages continued language learning

TIME LINE

SUGGESTED SCHEDULE FOR ACTIVITIES TO PROMOTE INDEPENDENT LANGUAGE LEARNING

Peace Corps Language Coordinators have developed this suggested timeline for introducing strategies and activities that promote independent language learning.

TIMELINE FOR INDEPENDENT LEARNING ACTIVITIES

BEFORE TRAINEES ARRIVAL FOR PST	• Provide Trainees/invitees with reading material about how to learn a language. • Send Trainees information about your language. • Send copies of "Language Learning Strategies for Peace Corps Volunteers." • Write the goals of language program in consultation with other staff and share them with invitees. • Establish that learning the language is an expectation of all PCVs. • Suggest that Trainees buy and bring a bilingual dictionary and a tape recorder to help them in their language learning.
SOON AFTER ARRIVAL	• Introduce the language program including a review of the goals of the language training program and material from "Language Learning Strategies for Peace Corps Volunteers." • Explain to Trainees why Peace Corps emphasizes learning the local language (second Peace Corps goal) even when English is widely used. • After a week of class, administer a Learning Style Inventory to help Trainees reflect on their preferred ways of learning.

EARLY IN PST (WEEKS 1-3)	• Administer the SILL • Have Trainees help decide the rules in the language class or training, such as Spanish Only hours or a table at lunch. They should help decide on how the rules will be enforced. • Offer Trainees a choice of which type of class group to be in (on- going). This could be based on their preference for a fast or slow pace, their perception of their own level, or their need for more or less emphasis on grammar. • Have language instructors mention strategies (memorization techniques, rewards, etc.) in the daily classes (on-going). • Hold weekly 15-minute meetings to discuss use of language learning strategies (on-going). • Have Trainees set their own language learning goals . • Distribute dictionaries; provide practice in how to use. • Explain and give practice in using a learning log or journal. • Have teachers discuss strategies they are using with Trainees.
DURING PST (WEEKS 4-9)	• Help Trainees learn how to organize their language lessons. • Have Trainees assist teachers in planning classes. • Have Trainees help decide what topics they'll study—either open- ended or a choice from a few options. • Review language program goals with Trainees. • Assess Trainees' independent learning skills. • Help Trainees learn how to select and work with a tutor. • Have Trainees practice self-assessment. • Give Trainees an orientation to useful materials in the Resource Center or Training Library.
NEAR THE END OF PST (WEEKS 10-12)	• Have Trainees organize their own language lessons. • Develop or purchase and distribute self-study materials. • Give Trainees practice working with a tutor. • Assess Trainees' independent learning skills. • Have Trainees develop plan for continuing language learning, with language learning goals and action plan. • Have Trainees practice self-assessment.
DURING MONTHS 1-4 OF PCV SERVICE/AT IST	• Have Trainees monitor and revise their progress on language learning goals. • Conduct a needs assessment and hold language IST with sessions on self-directed learning and effective use of tutors and tape recorders. • Visit PCVs at site to see how they are progressing. • Support tutoring program. • Keep in touch with PCVs through telephone and mail. • Include language learning tips and stories in PCV newsletter. • Assess effectiveness of independent learning support given during PST.

OVER VIEW

LANGUAGE IST ISSUES AND CONCERNS

The following issues and concerns should be considered as you design ISTs for your post.

GOALS OF IST

Many posts report great benefits of holding a language IST, usually two or three months after Volunteers have been sworn in. At this point, PCVs' motivation is usually high, they have formed a clearer picture of their needs in the language and have a considerable amount of language learning experience to reflect on. The language IST should be designed to meet the same general goals as the PST language program:

- achievement of specific competencies,
- enhancement of general proficiency level, and
- development of language learning skills.

OVERALL DESIGN CONSIDERATIONS

In working toward these three goals, the language coordinator needs to consider the needs of the Volunteers, as determined by a needs assessment questionnaire (along with site visits, interviews or other means), the relevance of various aspects of the systems of the language that could be covered, and the ongoing learning situation of the Volunteers. The result should be a training event that gives the PCVs options and variety, while including:

- sessions on handling specific tasks and situations, especially work-related or social ones that were too difficult for beginners,
- exercises, explanations, and activities that increase command of the grammar, writing, and sound systems, and
- other sessions that involve reflection on language learning and skill development in becoming better learners.

All language ISTs should include at least one session during which PCVs share language learning experiences and learning tips and strategies. The area of evaluation is also important. Consider administering a Peace Corps LPI during the IST, especially if it is a long one. And don't forget to evaluate the IST.

OTHER QUESTIONS TO ASK

The questions below may be helpful in planning a language IST and deciding how to balance the content among the three goal-related areas, so the language coordinator can begin to address the resulting preparation tasks and logistical considerations.

1. WHICH LANGUAGE?

Is the focus of the IST on the one language that was studied during Pre-Service Training or is the focus to be on a "secondary" language that was only introduced for a few weeks during pre-service training? Or will both be offered for different Volunteers? The Language Coordinator needs to look at what was covered already and make guesses about the progress made since PST.

2. WHAT PROFICIENCY LEVEL?

Note that beginners are less likely to want to focus on the process of learning, but they may be willing to try learning strategies they have used in another language.

3. SPECIFIC NEEDS

What does the PCV need to use the language for? In what situations and with whom? Instructors need to try to plan lessons to help PCVs manage the most important communication areas, and these need to be described in terms of setting, purpose etc. so that the content will be as relevant as possible and the cultural dimension can be integrated. A needs assessment questionnaire should be sent out to PCVs well ahead of the IST to gather this information, and this can be supplemented by interviews with Volunteers, APCDs and others who may have useful observations.

4. WHAT ABOUT GRAMMAR?

The situation is about the same as in PST. Influenced by their academic language learning experiences in the U.S. and feeling frustrated at their limited command of the new language, PCVs may have an exaggerated idea of how important it is to study aspects of grammar. There are a couple of guidelines to keep in mind.

- First is that new material must be practiced in order to be learned, so the number of grammar points to be covered must be limited.
- Second, grammar, like vocabulary and pronunciation, is best seen as a means to an end. Grammar explanations and practice activities should be linked to a real life communication purpose, one for which greater accuracy or use of more complex structures is important.

5. STAFFING

Are there skilled, experienced teachers of this language who can be hired for the IST? If not, can you begin developing a group of them? IST language instructors may be "groomed" for PST positions later on.

6. FIELD REALITY

What is the continuing language learning situation of the PCVs in the field? What are the skills of the tutors that the PCVs are using in the field? Are they trained teachers or just informants? In other words, how much management of their own learning must the Volunteers take on?

7. SUPPORT FOR CONTINUED LEARNING

What areas related to continuing language learning might benefit Volunteers? Are there areas that were introduced during PST that need review or expansion? How about areas that need to be addressed for the first time now?

- Orientation and practice in using resources, such as dictionaries and grammar reference books
- Tips and techniques for working with a tutor or informant
- Practice in using a tape recorder
- Organizing your learning: How to plan, monitor and evaluate your own learning
- Language learning strategies for comprehending and remembering
- Information about language and communication, as in Chapter Five of *How To Be a More Successful Language Learner* or Chapter One of *Language Learning Strategies for PCVs*
- Sharing tips and experiences

8. USING THE PRINTED WORD

What is the importance of the written form of the language in supporting continuing learning? Can PCVs use newspapers or other written materials to practice with at their sites?

9. LANGUAGE DIFFICULTY

How difficult is this language likely to be for Volunteers in the field?

- Is it a pidgin or Creole language? Is it a Romance language or one that has a lot of cognates with English?
- Does the language have a written form, and if so, how widely used is it? How closely does the written form relate to the spoken form of the language? Does the written form use a non-Roman alphabet?

10. IST RESULTS

Can this language IST result in useful products? Can you begin gathering material for handouts or booklets on The Most Common Errors or The Most Frequently Asked Questions? Can some of the material be a start for tech-related language materials or lessons in PST? Could the IST generate new ideas for supporting continued language learning, including IST design?

LOGISTICAL CONSIDERATIONS FOR ISTS

In many posts the Language Coordinator is responsibile not only for designing and conducting the IST, but for making all the necessarily logistics arrangements as well. Language Coordinators have provided these logistical suggestions.

SELECTING A SITE

- The training site should provide the facilities needed for training e.g. conference rooms, study hall, space for classes or classrooms, enough tables, chairs, etc. and space for other language training activities like simulations, role plays and skits.
- The training site should be accessible by host families.
- Check that the training conference is suitable in terms of:

- size (the number of people attending the IST, big enough to provide space for small group activities and all-group activities),
- light,
- location in town (easy access to public transportation, close enough to PC office in cases where something is needed to be delivered from the office),
- location close to places where participants may have lunches (in case PC is not providing them),
- nice areas for recreation in breaks, and
- make sure it is not at a place which is too noisy.

OBTAINING SUPPLIES

- When preparing a list of supplies/materials, specify kind, size, color (for paper, pens, pencils, markers), and number to enable the Admin. unit to provide you with what is really needed.
- Check that you have everything you need at the training site before the start of IST: enough chairs, tables. These may also include supplies, equipment, handouts, books, etc. Check all equipment as to their usability. Are they working well? Are they on the right voltage?
- Check with the Admin whether everything on you Supplies list has been provided and make sure that all the supplies are transported to the training site one day prior to IST or at

least a couple of hours before you start (because of the availability of the training site) so that you can have the conference room set up.

TYPICAL SUPPLIES NEEDED FOR LANGUAGE IST

The specific supplies you need will, of course depend on a number of variables, such as number of participants, budget available, goals of the IST, and what kinds of supplies you might have left over from the PST. When identifying and organizing needed supplies it's useful to consider three basic categories: hardware (TV/video, newsprint, markers, white board etc.); participant supplies (notebooks, pens, lang. folders, needs assessment survey report, IST schedule, etc.); and trainer resources such as IST manuals and reference books, etc.) This list of supplies is for an IST for 40 participants:

SAMPLE IST SUPPLY LIST		
HARDWARE	PARTICIPANT SUPPLIES	OTHER SUPPLIES
computer - 1		folders
diskettes	pens - 40	rulers
printer - 1	notebooks - 40 (small, 40 sheets)	colored pencils
extension cords - 2		colored paper
photocopier - 1		scissors - 4
copy paper - 1 box		highlighters - 5
TV set		staplers - 2
video camera		staples - 1 box
video cassette recorder		glue - 3
video cassettes- 5		pencils - 4 - 5
audio taperecorder(s)		scotch tape - 6 rolls
audio cassettes - 10		paper clips - different sizes
flipchart stands - 6		cardboard paper (white) - 10 sheets
flipchart paper - 3 pads		
markers - (different colors) 25		
colored pencils - several sets		

SAMPLES FROM THE FIELD

IST PLANNING CHECKLIST

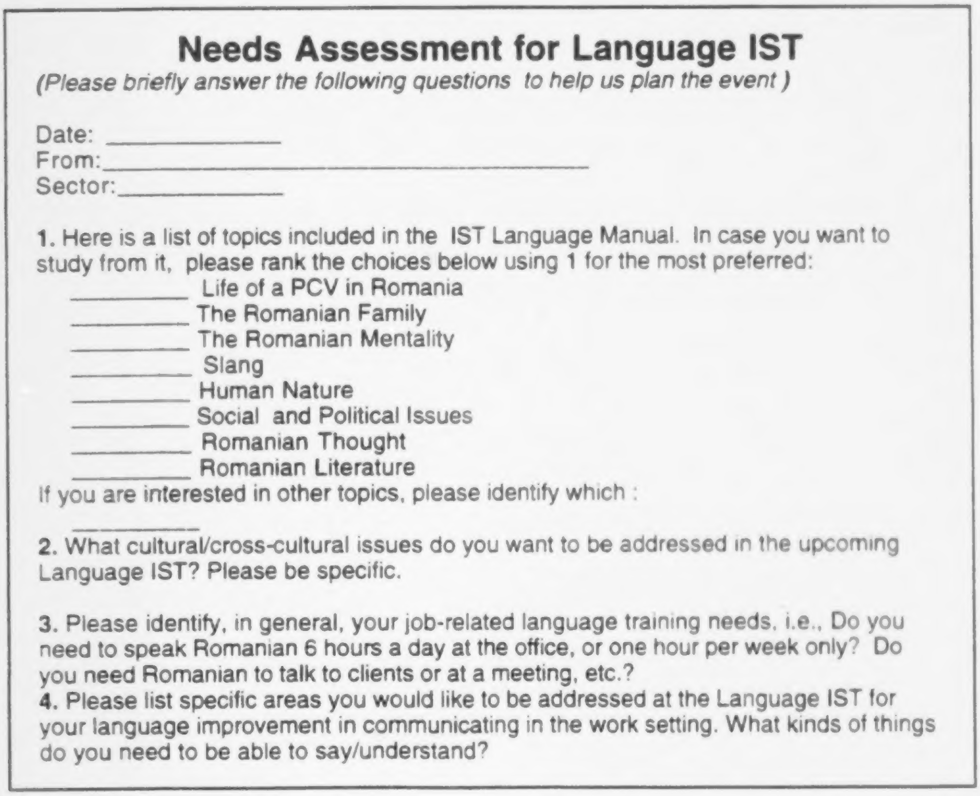
This planning checklist was developed for an IST in Nepal to help identify when various logistical arrangements need to be made.

IST TIMELINE	
THREE TO FOUR MONTHS BEFORE THE EVENT	• Determine IST site and make necessary arrangements. • Memo to PCVs with dates and need assessment
SIX WEEKS BEFORE THE EVENT	• Memo to PCVs with site, confirmed dates, and typical daily schedule • Notification of language staff • Request vehicle - if necessary.
TWO TO THREE WEEKS BEFORE THE EVENT	• Summarize results. • Organize language materials. • List necessary materials and handouts.
ONE WEEK BEFORE THE EVENT	• Language staff list to country director for approval • Language staff preparation begins. • Memo to PCVs containing last -minute information • Organize necessary handouts and materials. • Make all necessary copies. • Pack boxes.
THE DAY BEFORE THE EVENT	• Go over the materials checklist. • Load boxes.

SAMPLES FROM THE FIELD

IST NEEDS ASSESSMENT QUESTIONNAIRE

This needs assessment form was developed for an IST in Romania. Note that in addition to questions about specific topics Volunteers would like to see covered, it also asks questions about situations for language use, Volunteers' self-assessment and what they are doing about on-going language learning



Needs Assessment for Language IST

(Please briefly answer the following questions to help us plan the event)

Date: ____________
From:______________________________
Sector:__________

1. Here is a list of topics included in the IST Language Manual. In case you want to study from it, please rank the choices below using 1 for the most preferred:
   - _________ Life of a PCV in Romania
   - _________ The Romanian Family
   - _________ The Romanian Mentality
   - _________ Slang
   - _________ Human Nature
   - _________ Social and Political Issues
   - _________ Romanian Thought
   - _________ Romanian Literature

If you are interested in other topics, please identify which :
____

2. What cultural/cross-cultural issues do you want to be addressed in the upcoming Language IST? Please be specific.

3. Please identify, in general, your job-related language training needs, i.e., Do you need to speak Romanian 6 hours a day at the office, or one hour per week only? Do you need Romanian to talk to clients or at a meeting, etc.?

4. Please list specific areas you would like to be addressed at the Language IST for your language improvement in communicating in the work setting. What kinds of things do you need to be able to say/understand?

5. Here are activities we are considering for the Language IST. Please rank the choices below using 1 for the most preferred:

_______ Conversation Activities
_______ Pronunciation Exercises
_______ Listening Activities
_______ Explanation and Practice of Grammar Rules
_______ Reading Practice
_______ Writing Practice
_______ Technical Language
_______ Other *(Please specify what)*

6. List specific grammar areas to be covered during IST sessions.

7. List 4 or 5 real-life situations in which you wished you had used Romanian to communicate but you were not able to. Please be specific about where this was, with whom you wanted to communicate in Romanian, what exactly you wanted to talk about.

8. Rate your current level of Romanian on the following scale:
1 - unable to understand and communicate at all
2 - able to communicate on limited survival level
3 - able to speak and communicate with certain limits in any situation
4 - feel comfortable in using Romanian in most situations

9. Rate your current level of using Romanian in a job specific setting (i.e. rate the technical language competencies you are able to perform):
1 - unable to understand and communicate at all
2 - able to communicate on limited level
3- feel comfortable in using Romanian in most working situations

10. Do you have a language tutor? _____ Yes _____ No
How many hours per week do you study with a tutor? _______________
What textbooks / materials / resources do you use?

11. Do you study on your own? _____ Yes _____ No
How many hours per week do you study? _______________
What textbooks / materials / resources do you use?

12. Other suggestions to help us plan a useful IST :

SUGGESTIONS FROM LANGUAGE COORDINATORS

- Give PCVs an opportunity to assess own needs and set their own goals but provide structure and practice in doing this. (i.e. Have PCVs co-plan lessons with instructors.)
- In your needs assessment ask the participants about the kind of process to be used in the IST delivery (open space, structured sessions, work groups to produce or research different projects/plans.)
- If possible, share results of the needs assessment with the group before they arrive or at the beginning of the IST. This will give the Volunteers an opportunity to prepare materials which they might need.

SAMPLES FROM THE FIELD

IST GOALS AND OBJECTIVES

Language ISTs have the same general goals as the PST language program: achievement of specific competencies, enhancement of general proficiency level, and development of language learning skills. But you may wish to develop more specific and focused objectives. Typically these are formulated after the results of the IST needs assessment have been collected and analyzed. Here are the goals that were developed for an IST from the sample needs assessment that was developed by Peace Corps Romania.

LANGUAGE IST GOALS AND OBJECTIVES

GOAL: To provide an opportunity for the PCVs to speak Romanian and to improve their language skills

OBJECTIVES : By the end of the IST, the PCVs will be able to :
- Review Romanian language competencies
- Use vocabulary and functions beyond survival needs.
- Meet individual needs.
- Expand on and use work-related language.
- Design a plan for continuation of language learning back at one's site.
- Demonstrate appropriate behavior in various cross - cultural situations .
- Evaluate overall language knowledge.

SAMPLES FROM THE FIELD

SAMPLE IST SCHEDULES

The length and schedule of your IST will, like any other training event discussed in this manual depend on such matters as logistics and available resources and. Thus, ISTs may vary in length from a single day to a couple of weeks in duration. Here are two sample schedules for a five-day and a one-day IST. This first schedule was developed for a five-day IST in Romania (sample goals and needs assessment questionnaire for this event are included above). Volunteers traveled to the site on Monday and returned to their posts on Sunday.

FIVE DAY IST				
Tuesday	**Wednesday**	**Thursday**	**Friday**	**Saturday**
8:15- 8:30 *Check-in* **8:30-10:30** *Romanian Traditions* **10:30-11:00** *Break* **11:00-12:00** *Language OPTIONAL* **12:00-1:00** *Admin. Per diem & Travel Reimburse*	**8:15- 8:30** *Check-in* **8:30-10:30** *Language LESSON 7* **10:30-11:00** *Break* **11:00-12:30** *Language OPTIONAL*	**8:15- 8:30** *Check-in* **8:30-10:30** *Language LESSON 6* **10:30-11:00** *Break* **11:00-12:30** *Language OPTIONAL*	**8:15- 8:30** *Check-in* **8:30-10:30** *Language LESSON 3* **10:30-11:00** *Break* **11:00-12:30** *Language OPTIONAL*	**8:15- 8:30** *Check-in* **8:30-10:30** *Language ROUND-UP* **10:30-11:00** *Break* **11:00-12:30** *Language Evaluation-interviews*
L	**U**	**N**	**C**	**H**
2:00-3:30 *Technical Language* **3:30- 3:45** *Break* **3:45- 5:15** *Community Mtg w/CD*	**2:00-4:00** *Technical Language* **4:00-4:15** *Break* **4:15-5:30** *Sector Meetings:* *SBD -Speaker* *SW -Meeting with PCV's* *TEFL-Library Visit*	***AFTERNOON FREE***	**2:00-3:15** *Technical Language* **3:15-3:30** *Break* **3:30-5:00** *Medical*	**2:00- 3:30** *Language Evaluation Interviews* **3:30- 3:45** *Break* **3:45- 5:00** *Closure-* *IST-Evaluation-* **4:00 - on** *Party at CD's House*

The second schedule is for a one-day IST that was held in Moldova. It was designed to mirror events in the national elections, which were being held around the same time as the IST. It was one of several "Language Weekends" that were scheduled throughout the year.

Language Weekend
PC Moldova, Chisinau
The Great Electoral Campaign

9.00-9.15 **Welcome and orientation** (together)

9.15-10.00 **Parties' conferences** (divide into two groups)
- choosing the name
- designing party's symbol
- designing party's program in:
  - political area
  - economical area
  - socio-cultural aspects
  - educational system
  - international relations

10.00-11.00 **Electoral Debate** (together)
1. Candidates - present their party's program
2. "Managers" - "advertise" their candidate
3. Electors - agree with their team, disagree with the "oppositions"

11.00-11.30 **Starting a New Civilization** (two groups)

11.00-12.00 **Reading for fun**

12.00-1.00 **LUNCH** (together)

1.00-2.00 **Answering questions**

2.00-2.30 **Grammar**

2.30-3.00 **Feedback/Evaluation**

THINGS TO THINK ABOUT

SELECTING SUCCESSFUL IST ACTIVITIES

WHERE TO FIND ACTIVITIES

Many of the activities that you will want to use for PST are also useful for ISTs as well and are discussed elsewhere in this Resource Kit. Refer to Section 5 (Principles of Learning and Teaching) for lists of general language learning and practice activities as well as bibliographies listing other teacher resource materials that are available from Peace Corps Washington , the in-country resource center, or the training library at your post. Information later in this section includes session designs for strategies training and self-directed language learning.

FACTORS TO CONSIDER WHEN SELECTING ACTIVITIES

Posts usually develop their own lists of favorite techniques and practice activities, but no single set of activities will work equally well for every IST (or even for every grouping within a single IST). Deciding which activities will be the most successful for your program can be a challenging job for Language Coordinators who lack experience with Peace Corps training. In Section 8 (PST) some of the general considerations of choosing specific activities are discussed in detail. Refer to that information for a more detailed discussion of the issues that need to be considered when choosing activities for any training design.

SAMPLES FROM THE FIELD

EFFECTIVE IST ACTIVITIES

This is a list of activities that teachers found especially effective at an IST in the Philippines. Remember, though, that a list that would be developed by and for your program will probably be different. Detailed descriptions of these practice activities can be found in Section 5 (Principles of Learning and Teaching) of this Resource Kit.

Effective General Language Activities

- Pictionary
- Charade
- Association Game
- The Last Word is Mine
- Hangman

Effective Group Activities

- Grammar Sessions
- Message Relay
- Cocktail Party
- Songs
- Culture Discussion

Effective Individual (one-on-one: tutor/student) Activities

- Praxeogram
- Treasure Island
- Daily Teaching Cycle (LAMP)
- Celebrity Game
- Diagnostic Tests
- Paper Bag Charade
- Shop Talk
- Drills
  - Transformation
  - Expansion
- Constructalogue
- Grammar Sessions
- Information Gap
- Picture Study

HOW
TO DO IT

EVALUATING ISTS

WHY EVALUATE?

Like other training events, ISTs should include a formal evaluation by the participants. Elsewhere in this Resource Kit we discuss the reasons why evaluation is important in more detail, and in particular its usefulness in refining and improving training design.

WHAT TO EVALUATE?

Typically workshop evaluation forms ask for participant feedback on the usefulness of specific sessions and the overall organization of the IST. In Section 3 (Curriculum Development) there is a discussion of the general guidelines offered by the *PATS Training Supplement* on the kinds of information (about content, process, management and outcomes) that your evaluation should be designed to elicit. You should review that information before designing an evaluation form for your own IST. But remember that you will also want to design an evaluation form and process that will get the kinds of information that you consider most necessary for your specific needs. The scope and organization of your evaluation will, thus, depend on what you want to know about the effectiveness of your particular event. For example, if you held the training at a new site you would probably include questions on how the participants felt about the logistical arrangements and the location of the event. If you increased the length of the IST from three to five days, you would probably want to know how participants felt about the new schedule.

HOW TO EVALUATE?

The pros and cons of various program assessment instruments (open-ended responses vs. numerical ratings, written form vs. oral interview. etc.) are discussed at length in other sections of this Resource Kit (in the discussions of Needs Assessment and Curriculum Evaluation in Section 3 (Curriculum Development), and in Section 7 (Assessment). You may want to review those sections before deciding on a final format for your own evaluation. Whichever system you choose, you should strive for one that is easy to administer and to analyze, and that elicits useful information for redesign and improvement of future ISTs.

SAMPLES FROM THE FIELD

SAMPLE IST EVALUATION FORM

This is a general IST evaluation developed by Peace Corps Romania. Note the mix of numerical ratings and open-ended questions. Note also that the evaluation not only assesses effectiveness of the IST, but also asks Volunteers to reflect on how they will continue to use the information back at their sites. As with many of the forms included in this manual, the space provided for participant responses should be larger than shown here.

PCV's name (optional)________________

Language IST Evaluation

	Disagree				*Agree*
1. IST was well organized.	1	2	3	4	5
2. IST goals and objectives were clear.	1	2	3	4	5
3. IST fully met the stated goals/ objectives.	1	2	3	4	5
4. Content of the IST met my needs.	1	2	3	4	5
5. Materials were useful.	1	2	3	4	5
6. Grouping and teaching style were effective.	1	2	3	4	5
7. I felt I was encouraged to participate fully.	1	2	3	4	5
8. My attendance at IST will prove beneficial.	1	2	3	4	5

Comments:

9. I liked the following two (three) sessions:
because:

10. Other things I liked about the IST were :

11. I did not like the following two (three)sessions:
because:

12. Other things I didn't like about the IST were :

13. I would like to make the following suggestions for future ISTs:

14. After returning to my site, I am planning to follow up on areas covered in the IST in these ways :

HOW TO DO IT

IST FINAL REPORTING GUIDELINES

PURPOSES OF A FINAL REPORT

A final report of your IST is an important document. It records how the training was organized, what worked well and what didn't, and what particular recommendations you have for future training events. Although the final reports for ISTs are generally not as extensive as those for PST, they are still extremely valuable in improving your training design.
A number of final reports from different kinds of ISTs are included on the CD-ROM that accompanies this manual. They are an excellent source of information on different kinds of program designs.

FINAL REPORT FORMAT AND IST PLANNING

To prepare the IST report, it's important to set up a procedure for recording session designs and, in particular, making comments about their effectiveness and any recommended changes **while** you are conducting the IST. Although this initial evaluation is from the trainer's perspective, it still provides important information for others who might want to replicate or revise the session. While session descriptions may not appear in their full form as part of your final report, they are nonetheless important. You can integrate information from participant evaluations at a later stage. Other typical contents, (such as a workshop overview, descriptions or schedules) will need to be part of your IST preparation process, so compiling the report should be neither difficult nor time consuming.

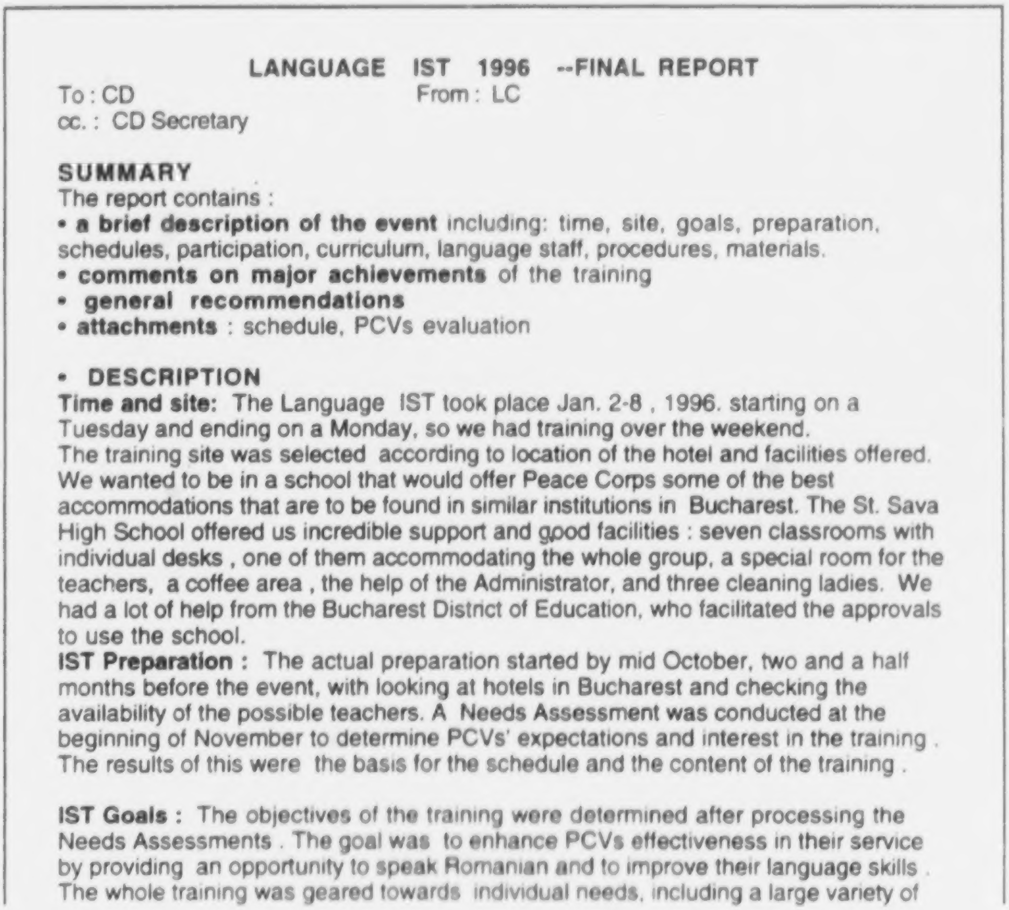
BASIC ELEMENTS OF IST FINAL REPORTS

Report formats vary from post to post, but, most contain:
- Information on where the IST was conducted, how long, etc.
- Description of training staff and participants (number, background, required skills, etc.)
- Overview of IST goals and objectives
- Information on sessions and schedule (the basic design of the event, number of days, etc.)
- Summary of participant evaluations
- Recommendations for follow-up training for this specific group of Volunteers
- Recommendations for design changes for this kind of IST

SAMPLES FROM THE FIELD

SAMPLE IST FINAL REPORT

This excerpt is from a final report of an IST developed by Peace Corps Romania. The schedule for this IST appears earlier in this section. As you can see from this format, the schedule doesn't have to be included in the final report itself, although a descriptive overview is essential to provide an accurate record of the major design features.



LANGUAGE IST 1996 --FINAL REPORT

To : CD From : LC
cc. : CD Secretary

SUMMARY

The report contains :

- **a brief description of the event** including: time, site, goals, preparation, schedules, participation, curriculum, language staff, procedures, materials.
- **comments on major achievements** of the training
- **general recommendations**
- **attachments** : schedule, PCVs evaluation

• DESCRIPTION

Time and site: The Language IST took place Jan. 2-8 , 1996. starting on a Tuesday and ending on a Monday, so we had training over the weekend.
The training site was selected according to location of the hotel and facilities offered. We wanted to be in a school that would offer Peace Corps some of the best accommodations that are to be found in similar institutions in Bucharest. The St. Sava High School offered us incredible support and good facilities : seven classrooms with individual desks , one of them accommodating the whole group, a special room for the teachers, a coffee area , the help of the Administrator, and three cleaning ladies. We had a lot of help from the Bucharest District of Education, who facilitated the approvals to use the school.
IST Preparation : The actual preparation started by mid October, two and a half months before the event, with looking at hotels in Bucharest and checking the availability of the possible teachers. A Needs Assessment was conducted at the beginning of November to determine PCVs' expectations and interest in the training . The results of this were the basis for the schedule and the content of the training .

IST Goals : The objectives of the training were determined after processing the Needs Assessments . The goal was to enhance PCVs effectiveness in their service by providing an opportunity to speak Romanian and to improve their language skills . The whole training was geared towards individual needs, including a large variety of topics, language functions and classroom activities. The objectives were the following: By the end of the training PCVs will be able to :

Review Romanian language competencies
Use vocabulary and functions beyond survival needs.
Meet individual needs.
Expand on and use work-related language.
Design a plan for continuation of language learning back at one's site.
Demonstrate appropriate behavior in various cross - cultural situations .
Evaluate overall language knowledge.

Schedule : Although it was a challenge to design, the schedule turned out to be one of the most appreciated things by the PCVs. Altogether there were five days of training, starting at 9.00 and finishing at 3.30 p.m., (see attached schedules), aimed at creating a relaxed atmosphere so that PCV s enjoy coming to school and attending classes. Three 90-minute sessions were scheduled every day, two in the morning and one in the afternoon. All were "choice" sessions, for which PCVs had to sign up, selecting from five to seven options. The first sessions concentrated on review, the second sessions on LSP or the IST Manual and the afternoon sessions on cultural topics. Some sessions were repeated, so that PCVs had the chance to attend, even if they wanted two sessions that were scheduled at the same time. We had a total of 21 hours of language instruction.

Participation : All PCVs from Romania 5 took part in this training. Their presence and participation in training was far better than the pervious years, given also the fact that training was scheduled right after winter vacation. With very minor exceptions, all PCVs were present for all sessions.

Curriculum : The curriculum was topic and review oriented. We wanted PCVs to focus on how much they remember from PST and to work on improving areas of individual interest such as: job-related language, life in Romania, Romanian culture, or grammar. Each lesson, even the more structured grammar ones, were speaking oriented, having a conversational format.

The language staff: The teachers were selected from the teachers at the PST, based on their previous experience at ISTs and on their evaluation at PST. All teachers were interviewed, and seven out of the nine that applied were selected. Throughout the training and during preparation days teachers acted very professionally, were supportive of each other, and showed an excellent team spirit. They responded very positively to the "choice" IST idea, although it meant much more work for them than just teaching the IST Manual. Based on the input they had at the PST, they were happy to teach lessons on Romanian culture, such as Romanian history, music, media, and traditions. Also, they were eager to implement some of the lessons they had been working on as part of the LSP project. They prepared lesson plans and worksheets well in advance, over the Christmas period, so that everything was ready before we began. During training they were very supportive of the PCVs and, as they said, extremely well prepared for class. They are the main factor for the success of this IST.

Training procedures: Organizing groups in a "choice" training is difficult. We decided to have people sign up just for the first two days, and on the second day , for the rest of three days , to give them a chance to see how things are going, and ,eventually, to change their minds. Sessions started to repeat during the last two days, so people could choose more easily according to their interests and based on how the first two days went. The idea was to give as much freedom of choice as possible. The two questions one usually deals with in assigning groups are how to do balanced groups of only five to seven students and how to avoid a mixture of levels in a group.

We dealt with the first by repeating sessions that appeared more frequently in the Needs Assessment results, and by formatting the sign up sheet with only seven spots to one class. For the second question, we organized different level groups for all possible sessions, a slow and an faster paced one. The whole process was introduced by first signing up those had expressed specific preferences for one session or another. Worksheets were distributed at the end of each session. Language Proficiency Interviews were scheduled as an optional activity for the last training session. Ten PCVs chose to take the interview, which is approximately. 27% of the group.

Materials : Besides the IST Manual, lesson plans and handouts, at this IST we used a lot more video and audio techniques than the years before. We had a video on watching TV news, a video on Romanian personalities, and a medical one on harassment. Audio tapes were used for Small Business and Social Work LSP lessons, and for Romanian music sessions. We also used magazines and newspapers and reference materials from Romanian literature.

- **ACHIEVEMENTS**

The IST was a very successful training, as it was the result of years of experience and a lot of preparation. The idea we focused on was to orient the training towards individual needs, taking into account that motivation for learning is increased if what one is learning is what one is interested in. We also stressed the idea that for many PCVs, it was important to be shown that they remembered much more from PST than they realized. Therefore, the major achievement is that: IST was geared towards individual needs; it provided not only an opportunity for practice, but also to learn new things. Another achievement is the amount of language material used in training that led to a very positive response on the part of the PCVs . For the first time we had integrated sessions with the TEFL APCD (one of the LSP sessions for TEFL), the PCMO (the session on harassment), and a variety of cross-cultural sessions . The atmosphere of the whole training was excellent and this was due to the work of the Program Assistant in ensuring good living conditions for the PCVs, the support received from the Admin unit in doing all payments in time (including teachers, for the first time !) and the help given by the personnel at the training site. Last but not least, the team of teachers made everything possible .

- **GENERAL RECOMMENDATIONS**

PCVs reaction to having the IST between 2-8 January was very different. They all appreciated the opportunity to get together, but TEFL PCVs complained that they had no time to prepare for school. The teachers also felt it was difficult to work before Christmas and before New Years and PC staff that helped not only worked for two consecutive weekends, but also during a holiday-Jan. 2nd. Looking for better times for the training should be kept open, since in 1997 training will again go over the weekend. St. Sava high school is an excellent training site. The director is very supportive of Peace Corps and the whole staff are very helpful. The school has many facilities, is very clean, and has an excellent location. Having choices definitely needs to be kept as the way to organize the training. The Needs Assessment could be shorter and more focused, to get a better return rate. For more effectiveness we could have the English translation of the cross-cultural presentation to be given as handouts.

OVER VIEW

PREPARING TRAINEES TO USE TUTORS AND INFORMANTS

This overview discusses issues to consider in preparing Trainees and Volunteers to work with tutors and language informants.

LANGUAGE LEARNING AFTER PST

It is essential for most Volunteers to use a trained language tutor or an informant in order to continue their language learning after Pre-Service Training. Recognizing this, most Peace Corps posts have a system for reimbursing PCVs for paying language tutors at their sites. There are three general situations that PCVs encounter in the field when they try to continue their language learning with a tutor. In a few areas, Volunteers can hire skilled, experienced language tutors. Alternatively, they may only be able to find teachers who have never taught their own language to foreigners, or they may be unable to find a teacher at all --just a willing but unskilled language informant.

WORKING WITH TRAINED LANGUAGE TUTORS

Trained language tutors may be experienced in teaching their language, familiar with a range of teaching techniques or be able to supply or recommend instructional materials for the Volunteer to use. Typically these tutors have a full-time job as a teacher or professor and supplement their regular salary by giving individual language lessons to foreigners living in the community. If the Language Coordinator knows that Trainees will be at sites where they will be able to hire a trained language tutor, she needs to ensure that by the end of PST, Trainees know how to:

- select a tutor, through referrals and interviews.
- assess their own learning needs, not just "follow the book".
- monitor and evaluate their own learning progress.
- give feedback and guidance to the tutor in an appropriate way so that instruction focuses on high-priority needs and teaching techniques fit individual learning styles.

WORKING WITH INEXPERIENCED TEACHERS

More typically, Volunteers do not have access to tutors with such a professional background. Often their language tutors are teachers in the elementary school or high school who have never taught their language before, and may have old-fashioned ideas about language teaching and learning. If this is likely to be the situation, the Language Coordinator needs to ensure that by the end of PST, Trainees know the four points listed above and these further areas as well:

- basic lesson planning
- amiliarity with text books and other learning materials
- how the selected book should be used.
- a range of teaching/study methods
- trategies for introducing new methods to the tutor
- ways of compensating for the tutor's lack of knowledge about the language, perhaps the use of grammars and other reference books.

WORKING WITH HOST COUNTRY FRIENDS AS LANGUAGE INFORMANTS

In a number of posts, Volunteers use friends in the community as language informants. These people are not trained teachers and may not even expect payment for their help. In order to use an informant effectively, Trainees will need to take even further responsibility to direct their own learning. The Volunteers working with unskilled informants will need most of the skills involved in self-directed language learning. They need to plan, monitor, and evaluate their learning as PCVs do in other situations, but they also need to do all the lesson planning. In this situation, PCVs may not be able to use a text book (if there is one) at all, or they have to learn to use it creatively. They may need to learn to use a tape recorder to gather language material to study. It is important that posts provide Trainees in this situation with reference materials and help them learn how to use these materials independently. Language ISTs are particularly important for PCVs in these challenging situations.

CRITERIA FOR A GOOD TUTOR/ LANGUAGE INFORMANT

Volunteers at an IST in Suriname identified this list of important characteristics of a good tutor/language informant.
Knowledge: has English or other language learner knows; is a native speaker; knows other languages
Skills: can give relevant information; can be concise; has some teaching skills; knows when to correct and when not to
Attitudes: willing to follow PCV's directions; reliable (shows up as arranged); takes teaching seriously; mature, sober etc.
Practical Considerations: gender (same sex usually best); age:– old enough to know the language well, young enough to still have teeth; study solo or with other learner(s)?

THINGS TO THINK ABOUT

COMMON CHALLENGES IN TUTORING SITUATIONS

These case studies were developed by Peace Corps Ethiopia about common "problem situations" experienced by Volunteers working with language tutors. You may want to use these as part of a PST or IST and have Volunteers brainstorm possible solutions. Alternatively, you may just want to study them and identify issues that you may need address as you organize training materials and activities.

BOB

Bob has just completed PST and he is excited about continuing his language study. He settles into his house, meets the teachers in his school, decides on a Tutor, and dives into language study- all before school officially opens. Once school begins, Bob finds himself steeped in lesson planning and auxiliary reading so he can do a good job in his new assignment. He spends a lot of time reading books given to him by Peace Corps to prepare grammar lessons (not his strong suit) for large multi level classes (no previous experience).

At the end of the day, he is exhausted from his school work, meeting and interacting with new people, and from trying to cope with a whole new life, which has engulfed him. He has missed several tutoring appointments, because school activities conflict with his more personal (a.k.a lower) priorities. The tutor is also busy and has to cancel appointments which Bobby has struggled to make time for. He is becoming frustrated by the sequence of events and his continuing inability to express himself in the local language.

PETER

Peter quickly identifies a tutor. After four lessons, he is frustrated by the tutor's style. Again and again he is drilled only in grammar and never gets to practice conversational skills. the tutor is the sister of his department head, and the department head is excited about his sister's new employment.

MARCIA

Marcia is eager to practice her new language, especially at school, but the teachers always laugh when she speaks. Those who don't laugh love to drill her with phrases she doesn't know or comment about her by using unfamiliar words. She is quickly becoming discouraged.

JAN

Jan gets to her site and is exhausted after the PST. The last thing she wants to do is study the language. After two months of using only English to get by, she decides to pick up her books and study. The books might as well have been in Ancient Greek. Instead of picking up where she had stopped in September, she has to re-learn the basics. When she starts to practice with her friends, they have no desire to help her, since they are used to speaking to her only in English.

CINDY

Cindy had completed PST with a moderately good command of the language and arrived at her site eager to find a tutor and continue her language acquisition. At her work site however, she found that all of her fellow faculty members only wanted to practice their English with her, including two who teach the national language,. Even when she told the teachers that they would be paid for tutoring, they were not interested, nor were they cooperative about helping her to find someone in the community to tutor her. Her enthusiasm quickly began to wane.

SAMPLES FROM THE FIELD

USING A TUTOR: A PCV' S EXPERIENCE

The following are excerpts from a letter sent by a PCV to the Language Coordinator in Romania describing his experiences learning the language after he got to his site. You may want to share this information with volunteers as part of a PST or IST . Alternatively, you may just want to study it and identify common issues that you may need address as you organize your training materials and activities.

> The frequency of tutoring is every day of the week, and sometimes on the weekends. We try to spend at least one hour, often they spend more than that, but we do not account for it and they know they are not going to be paid for the extra. The training itself occurs at the office but sometimes elsewhere. The ratio of language training is greatly varied. For example, sometimes it is just talking entirely in Romanian. At other times, the discussion is more complex regarding grammar or the relationship of words, etc. Then the discussion may be mostly in English. One example is a recent discussion I had about words that are "false friends". The object is to speak the language, but I find I cannot speak the language if I cannot see the language. What I mean is that I'm a visual animal and that is how I take in all information. I cannot build sentences if I cannot "see" them in my mind. So I translate articles with the guidance of one of my tutors, I write sentences and have the tutors correct them, and we talk. Resources used include newspapers articles, magazine articles, and trade publication (for job use). For reference we use several publications including a English-Romanian dictionary, Romanian dictionary, Romanian grammar book, and the lessons from the PST.
>
> These are some of the ideas I shared with the new Trainees about using a tutor:
>
> - The acquisition of a language is possible even for a slow language learner, provided they attempt to acquire the language on a consistent basis.
> - To begin I recommend that a student has adequate reference materials.
> - Another important tool is a tutor. I have used many tutors. It is important that the student keeps trying to find a tutor who suits them. Even if they have to try more people, it is OK.
>
> Provided with a tutor and reference materials, these are some of the techniques I tried that worked :
>
> 1. Watch TV programs in English with Romanian subtitles. Try to read the subscripts out loud. If a tutor is present, have them correct pronunciation first. Also I ask what some words mean. During this exercise keep your reference

materials near to be able to use them. This exercise works on word recognition in reading and helps the process of memorization. Seeing is believing.

2. Listen consistently to a Romanian news program. Try to pick out a certain word group, for example, the date. After a while you will start to recognize that someone is saying a date, then what the date actually is. Eventually , you will start to notice variations. Always listen to weather, or the sports, and listen to familiar word patterns.
3. Have your tutor dictate to you. It may be poems, songs, the newspaper, whatever you choose. This exercise uses hearing recognition of contractions and commonly used expressions. Often I hear someone saying something and I think it is a word, while in reality it is several, like the dative pronoun contracted with the past tense of a verb. Afterwards I go over the dictation with the tutor, to see where I went wrong. This teaches how to listen, to recognize differences, and how to spell.
4. Memorize some Romanian songs -- the more popular with Romanians, the better. This exercise helps with pronunciation because when you do it wrong a Romanian will surely correct you. Again, you will learn some grammar and memorize some words in a meaningful context.
5. Read children's books out to a Romanian and have them correct your pronunciation.

Language acquisition is about staying in the language that you want to learn. It is too easy to stop using the language when the going gets difficult when you are constantly surrounded by good English speakers who allow you to leave their language. In order to stay in the language I have used the following strategies:

1. I make a deal with the Romanian speaker who wants to learn English that they speak English and I will speak in Romanian. We then correct each other as we go, thus becoming each other's tutor.
2. At work, I keep track of those who help me with the language and how much time they spend. At the end of the month, I have them sign the reimbursement form and pay them. Some will refuse to be paid, but afterwards many people at work will want to talk to me in Romanian.

In the end, I would stress the fact that language acquisition is about the amount of time you spend in the language, so be creative and try many ways to stay in the language.

HOW
TO DO IT

PCV GUIDELINES FOR TUTORING

These guidelines were adapted from materials developed for Volunteers in the Czech Republic.

HOW TO PAY YOUR TUTOR

- You are responsible for finding a tutor, negotiating the price, and preparing a plan. The prices per lesson usually vary between ___ and ___ an hour. Peace Corps will reimburse you for the money spent on authorized tutoring. Payments are subject to prior approval by the Language Coordinator and the Admin. Officer.
- Send a plan and your tutoring receipts to the Language Coordinator, who will approve them and send them on to the APCD Admin.
- You can plan to spend no more than _____ a year on tutoring.
- If you want to buy language materials, you have to cover that out of the reading materials portion of your living allowance.

WHAT ACTIVITIES TO DO WITH YOUR TUTOR

Many people end up working with language informants or tutors who have not had much experience teaching their language to others. As a result, they sometimes have difficulty knowing how to best proceed with lessons. The following are some suggested general activities that you may want to consider using with your tutor.

1. WHERE TO START

- Go over your language materials from the PST, and make a list of things you still need to work on. (Write letters in the language to your teachers.)
- Find a tutor. Go over the PST language materials with her/him and work on exercises that you haven't done yet. Go over all the exercises you think you need to work on.
- Choose a textbook which you think will suit you the most. Go over the annotated list of textbooks and dictionaries that you were given during PST; look through the books in the Resource Center in the Peace Corps Office (there may be some available to check out).

2. WHAT YOU CAN STILL COVER

Learn how to say more about things you can already talk about:

- More about your background (what you did before you came here, what were your duties), your work here, and about your plans for future.
- Go over all the review exercises after some time and see how much more you can say; have your tutor correct it for you and compare it to the one from training.

3. LEARN TO TALK ABOUT NEW TOPICS

Ask for lessons on topics that you need or that interest you:

- your hobbies, tourism, architecture, books and films – describe the plot; specialized topics such as computers, marketing , or grammar theory; other things that you hear around you
- **Learn**: relevant vocabulary, phrases and grammar
- **Review**: usage of cases, usage of aspect, usage of different phrases
- **Practice**: pronunciation, cases, aspect pairs, pronouns, and other things that must be memorized.

4. TRY TO FIGURE OUT YOUR LEARNING STYLE

- Go over the SILL again and see what new strategies you can try in order to improve your learning.
- Review your expectations and set new goals for your language learning.
- Read *Language Learning Strategies for Peace Corps Volunteers.*

SUGGESTIONS FOR WORKING WITH YOUR LANGUAGE TUTOR/ HELPER

- First and foremost, exercise control over the work you do together. Regularly discuss your language learning goals and how you want your tutor to help you to achieve these goals.
- Don't be afraid to give your tutor regular feedback (e.g. if your tutor corrects you every time you make a mistake, and this is not what you prefer, let him or her know).
- Repeat as often as necessary the two points listed just above. Get your tutor to acquire these as habits, so that your work together can be most beneficial for you! If necessary, give your tutor examples of how you want your lessons conducted or of activities/exercises you find useful.
- Remember again that YOU are your best guide to what works for you. Don't do something because someone else says it works (for them). Experiment, by all means, but don't feel you must blindly continue doing something if you don't feel it's helping YOU.
- Don't feel that you must work with your tutor in a "formal" classroom-type setting. Go out for a walk, have a soda, or bring him or her to work.
- Be sure to review regularly things which you have been exposed to in the past. Every new lesson does not necessarily have to be a time for learning brand new material.
- Use your own notes/language journal to help organize the content (and even the form) of your language tutor sessions.
- Although formal study of grammar may be important to

you, don't let this constitute the entire content of your language study.

- Use the language in real communication!

TUTOR ROLES IN THE LANGUAGE LEARNING PROCESS

Your tutor can play one (or more) of several important roles in the language learning process. Here are some suggestions: "A" and "B" contain very similar actions, but have slightly different activities depending upon the role you want the tutor to take and your preference for learning. Even "C" is possible (though not strongly recommended:

The final stage for all of these is getting out and using the language.

A.
• OBSERVE
• PROCESS
• VERIFY (WITH TUTOR)
• USE

1. Learner makes observations on his/her own.
2. Learner thinks about/analyzes what has been observed; notes hypotheses (go to tutor with specific questions about what you've seen or heard).
3. Learner verifies hypotheses with tutor; correct/amend as needed.
4. Learner goes into the community to practice the new language.

B.
• LEARN (WITH TUTOR)
• PROCESS
• PRACTICE
• USE

1. Learner works with a tutor to learn some new material.
2. Learner studies/reviews new material.
3. Learner practices the new material, alone/with the tutor.
4. Learner goes out to use the newly learned material.

C.
• OBSERVE
• PROCESS
• PRACTICE
• CORRECT (WITH TUTOR)
• USE

1. Learner makes observations on his/her own.
2. Learner thinks about/analyzes what has been observed; notes hypotheses.
3. Learner goes out into community to practice using the new language (testing hypotheses based on data collected and analyzed), and, if someone demonstrates that there is lack of understanding.
4. Learner corrects mistake with the help of a tutor/helper.
5. Learner goes out and uses the newly mastered material.

OTHER SUGGESTIONS

- During the time between arriving at your post and choosing a formal tutor, take advantage of EVERYONE you meet: practice, practice, practice.
- Don't limit your use of the language to the times you are working with your language tutor; speak it whenever you can, even if this means greeting people or repeating to yourself phrases that you are trying to master.
- Be sure to take advantage of all kinds of available language input: listen to others as you ride in the bus, listen to the radio, buy and listen to music, watch TV, see movies , read the newspaper, read signs, look at billboards, read posters.
- Don't be unwilling to listen/read even though you may not understand everything. Listen or read for what you recognize; you'll be surprised how much you can "get" from what seems like incomprehensible material.

HOW
TO DO IT

SAMPLE PRACTICE ACTIVITIES FOR INDEPENDENT LEARNING

Volunteers will probably need guidance in developing specific learning and practice activities and techniques that they can use with a language tutor or informant. A logical place to provide such information is during the latter part of the PST, with follow-up and re-enforcement during the first language IST. The activities described below were compiled from a variety of Peace Corps countries to provide some structure for PCVs to follow in their tutoring sessions.

CHART AND PICTURE ACTIVITIES

These activities all involve using a chart or picture instead of drills during a lesson with an informant or with a learning partner. Material in the chart and the language to be practiced should be based on material first introduced in a dialog. Creating the chart or picture with the informant could be quite a language learning experience by itself.

1. TOTAL PHYSICAL RESPONSE (TPR) WITH A MAP OF A VILLAGE. After a dialog involving directions, the tutor demonstrates the directions on a map. Then the tutor and Volunteer both trace directions on maps together. Then the tutor gives commands and the PCV follows them. Finally, the PCV gives directions for the tutor to follow.

2. CALENDAR Following a dialog that refers to seasons or months of the year, base a practice activity on a calendar that might include pictures on small pieces of paper (Post-Its?) that represent: seasons, weather, fruits and vegetables and other crops, people's activities etc. This could practice vocabulary and Q and A around ideas like "When do people (men? women?) harvest/plant various crops?" Or "What kind of fruit is available during season X?"

3. "FAMILY TREE" OF THE VILLAGE After a dialog that helps introduce the PCV to various leaders in the community, there could be an activity with a "family tree" of the village, showing the organizational structures. This could be used as the basis for practicing different greetings, describing roles and responsibilities etc.

4. DAILY SCHEDULE GRIDS WITH INFORMATION ON MALE/FEMALE ACTIVITIES

With a discourse about what things women and men generally do during different times of the day, there could be an activity to practice questions and answers about gender roles and activities in a daily schedule. Fill out daily schedule grids with information on male and female activities during the day.

5. EVENTS/ EMOTIONS CHART

After a discourse on asking about others' feelings, the learner and informant could draw up a three- or four-column table with one column of events, occasions or activities matched to a column of feelings and emotions, and then a third column that indicates people's names (and possibly a fourth indicating date or time). These could be done with words or pictures wherever possible, and could be used to generate questions/answers like "Why was Carlo sad yesterday?" and answers like, "He received a letter saying his uncle died." This could also be used to form statements with *because*.

Who	Feeling/Seem	When	Why
Carlo's kids	upset	yesterday	dog died
Maria	excited	this morning	Pedro proposed
your spouse	unhappy	today	got bad news

OTHER USEFUL CHARTS/ PICTURES

Other useful charts/pictures could include: map of the garden, human body with different problems (broken arm etc.) matched with treatments, diagram of a house, animals and the means of hunting them or where they are found, store items with prices.

STEPS TO FOLLOW IN DOING A CHART PRACTICE ACTIVITY

1. Review the individual items in the chart with your language helper, becoming clear on meaning and sounds.
2. Have your language helper say aloud items in the chart in random order to see if you can locate them by pointing.
3. Language helper should model the language to be practiced with a few items, so that you are clear on the forms being used. Learner may take the "teacher" role by pointing to the chart items she wants to have modeled.
4. Language helper points to different items on the chart and you form the utterance.

NOTE: The specific steps may vary depending on the kind of language (question/answer, giving directions etc.) and kind of visual. The important idea is to move from comprehension to memorizing to forming utterances. Continue working with each step until ready for next.

VARIATION: INFORMATION GAP

Charts, tables, and maps can usually be turned into Information Gap practice activities. Information Gap is a pair practice activity in which each student has a map or table etc. that is identical with her partner's except that some information (names of certain locations on a map, times on a schedule) have been deleted from one and different information deleted from the other. The two learners need to question each other to fill in the missing information. For example, in the chart shown earlier (item 5), by erasing alternate boxes in the Why column, Learner A may need to ask for the reason why "Carlo's kids seemed upset yesterday," and

Learner B may need to ask why "Maria seemed excited this morning." The deletion of information has to be done carefully so that there is enough remaining information to ask natural questions. The question/answer practice should imitate a real-life exchange that practices the language forms being focused on. It may be a little tricky and time-consuming to invent good information gap activities, but it may be a welcome variation.

SAMPLES FROM THE FIELD

GUIDELINES FOR PCVS ABOUT SELECTING AND WORKING WITH A LANGUAGE TUTOR

These guidelines, developed by Peace Corps Czech Republic, include useful criteria that you may want to adapt for use in your own PSTs.

GUIDELINES FOR SELECTING AND WORKING WITH A LANGUAGE TUTOR

***First And Foremost:* Choose your own language tutor;** DON'T let someone else choose your tutor for you. While you might ask others to *suggest* someone who "might be helpful" or who "would be good," YOU must choose a person with whom you can get along and with whom you can work comfortably.

Take time to decide on a tutor. Don't feel that you must choose your tutor immediately after arriving at your site. Although you do want to resume your language study as soon as possible, you should take time to get settled in, meet some people (potential language tutors!) and then choose a tutor.

Don't think your language tutor must be a trained language teacher. If you prefer working on grammar, then a professional teacher might be a good candidate, since he or she maybe able to explain grammar more effectively that a lay person; however, your language tutor can be anyone who speaks Czech, depending on your goals and your preferred style of learning.

Don't be afraid to choose someone who does not speak English as your language tutor. In fact, working with a non-English speaker can result in faster and better learning; you will be forced to get your message across in Czech; your tutor will quickly learn to adapt his/her speech to your level.

Other language helpers include: neighborhood children, shop clerks, your neighbors, sports teammates, co-workers, and students. All of these people can provide useful opportunities for practicing what you have learned and for learning new language. For example:
Neighborhood children: Children can be especially good if you want to interact at an uncomplicated level --easier Czech! If you want to work with someone who will be willing to answer hundreds of "What's this?" or "What are you doing?" questions without getting annoyed, or if you want someone who will not pick apart your grammar or correct your every mistake, then learning with a child is the way to go.

Neighbors: Your neighbors will quickly get to know who you are and they will understand that you are just learning Czech.

Shop clerks, sports teammates, office/school employees (e.g. door people, cleaning people, key people): Speaking regularly with these people can give you many opportunities to practice and get very comfortable with formulaic expressions (greetings, shopping) and simple small talk; you can practice "on the run" and won't feel obligated to stop for a long conversation. You can slowly, over time, introduce or become involved in longer conversations as your level of Czech increases.

HOW
TO DO IT

SETTING UP SYSTEMS FOR MONITORING THE TUTORING PROCESS

Specific policies regarding tutor reporting and reimbursement vary from post to post. The system for doing this may have already been established by the Admin. Officer, and your role may not be extensive. But in other countries keeping track of the tutor activities and verifying appropriate reimbursement is part of the Language Coordinator's job description, and you may need to set up a system for Volunteers to use. At the very least, you will need to provide a clear description of policies and procedures for the Trainees during PST, so check that your post has developed clear policies about the following issues.

WHO IS ELIGIBLE FOR TUTORING

Many posts have rules about being reimbursed for language tutors. In some countries these funds are available only during the first year of a PCV's service. In other countries, PCVs can take advantage of these funds up until their last three months of service. In many countries, having a clearly defined plan for on-going language learning is one of the conditions for being sworn in as a Volunteer. Make sure that you know and (where appropriate) have input on the policies that have been formulated for your post.

RATE OF PAY AND MAXIMUM NUMBER OF HOURS

Many countries set a maximum rate of pay that can be offered and an upper limit on the number of hours per week or month that can be compensated.

PROCEDURES FOR REPORTING AND SUBMITTING REIMBURSEMENT REQUESTS

In supervising the tutoring program you will need to be able to determine that the money is actually being spent for language study. Most posts have developed a reporting system for recording the number of hours and summarizing of the kinds of learning activities that are taking place in the tutoring sessions. The policies for how this reporting is done vary from country to country. In some places Volunteers must submit a study plan prior to approval of funds; in other countries, the report accompanies the request for reimbursement, and may be submitted on a weekly, monthly or quarterly basis. In addition to record keeping, such reporting is also a useful source of information about what to cover in formal language ISTs. Work with your Admin. Officer to develop a system that achieves the goal of general oversight of the program without being too cumbersome or time-consuming to administer.

PROCEDURES FOR IDENTIFYING QUALIFIED TUTORS

Many posts, in addition to oversight, also try to keep track of qualified tutors, both to use for future "generations" of Volunteers and to serve as a potential source for PST and IST teaching staff. You will want to keep a record of basic contact information and qualifications of the individuals who are working as tutors.

GENERAL RECORD KEEPING

Many Language Coordinators find it very useful to keep a record for all PCVs taking advantage of the tutoring program including the following information:

- PCV's name
- Date reimbursement request was submitted
- Tutor's name
- Number of hours
- Cost/hour
- Total amount reimbursed to date
- Topics and grammar points

This kind of summary allows you to keep track of general trends and identify topics or areas to be covered during ISTs.

SAMPLES FROM THE FIELD

FORMS FOR TUTORING SUPERVISION

A number of forms have been developed to help Language Coordinators administer and monitor tutoring. The first is a tutoring worksheet developed in the Czech Republic to be submitted before tutoring begins. The Language Coordinator reviews and approves the worksheet before forwarding it to the Admin. officer.

Tutoring Worksheet

Volunteer's name:____________ Tutor's name:______________

Number of sessions to be taught:

Outline your plan briefly

Describe your lessons

Lesson No. **Topic of the Lesson**

Don't think of this worksheet as as an attempt to control the content of what you and your tutor work on. Its purpose is to help both you and your tutor to work more efficiently, and to help me determine the needs of other Volunteers for further language training.

This second form is to be submitted quarterly after the lessons take place accompanying requests for reimbursement.

QUARTERLY WORK PLAN

(to be filled in by the Tutor and PCV in English)

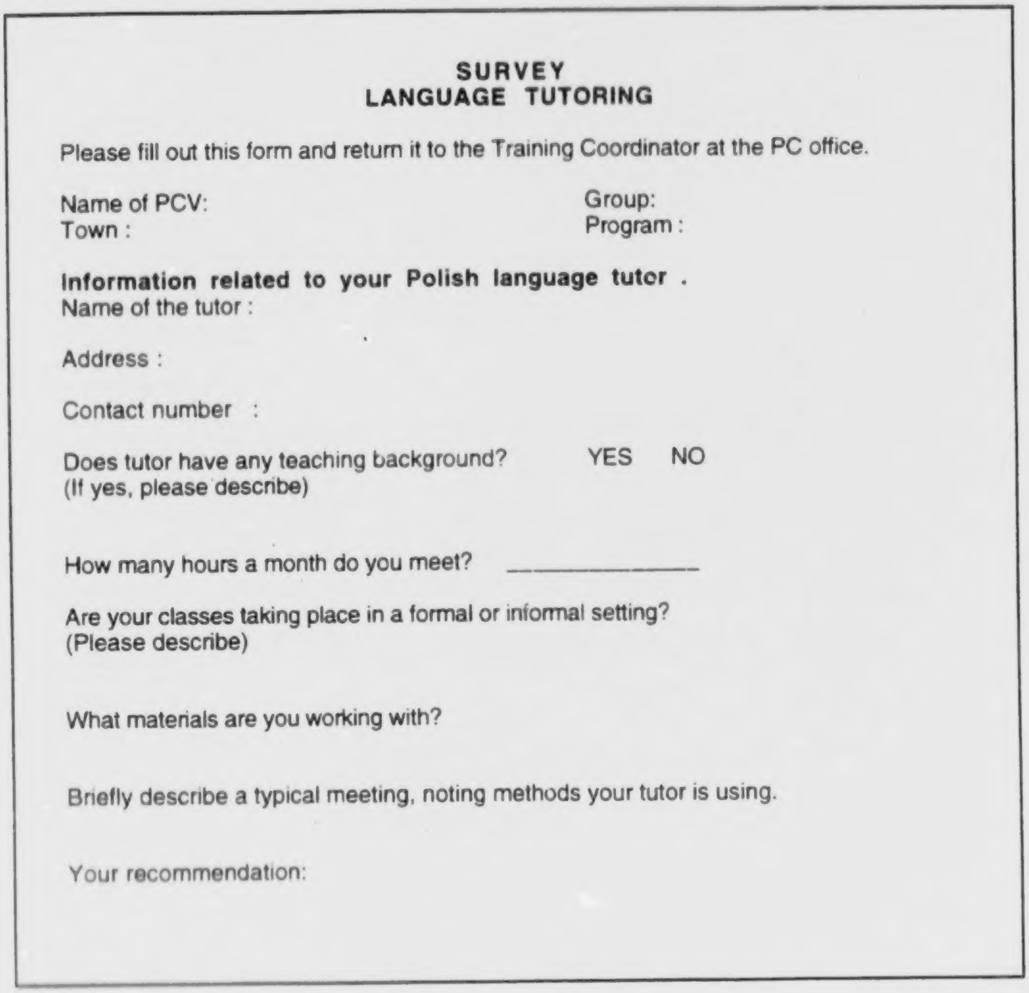
Names of PCV and Tutor :

Frequency of classes :
Duration of classes :
Payment :
Language of instruction : (if a combination of the 2, in what ratio)
Language skill emphasized (circle one or comment on the strategy) :
Speaking; Reading: Listening; Writing
Resources used :

Main steps of the plan :

Topic	Grammar	Nr. of hours
October		
November		
December		

Finally, we include a form developed by Peace Corps Poland to set up a data base of people who have been involved with tutoring.



SURVEY
LANGUAGE TUTORING

Please fill out this form and return it to the Training Coordinator at the PC office.

Name of PCV:	Group:
Town :	Program :

Information related to your Polish language tutor .
Name of the tutor :

Address :

Contact number :

Does tutor have any teaching background? YES NO
(If yes, please describe)

How many hours a month do you meet? _______________

Are your classes taking place in a formal or informal setting?
(Please describe)

What materials are you working with?

Briefly describe a typical meeting, noting methods your tutor is using.

Your recommendation:

HOW TO DO IT

LANGUAGE NEWSLETTERS

USING THE VOLUNTEER NEWSLETTER FOR ONGOING LANGUAGE LEARNING

Most countries have a Volunteer newsletter that is regularly distributed to Volunteers. This provides a worthwhile venue for additional language training. In a number of posts there is also a regular "language" newsletter which is distributed to PCVs. But even if there is only the Volunteer newsletter, it's useful to have a language page -- or even pages, in countries with more than one language.

Language newsletters can print useful information about the language, additional practice activities, easy-to-understand articles and stories in the language, or even parallel versions of articles which appear in English.

How extensive your language newsletter is will, of course, depend on a number of issues:

- whether you are hired as a "full-time" language coordinator (and not just for a PST),
- what the local "tradition" is about the newsletter--whether it's put out by the Peace Corps office or is totally "autonomous" and independent–produced entirely by the Volunteers without staff input,
- the resources available for production, and so forth.

A more extensive newsletter can include materials for Volunteers to use with their tutors and language informants. It can be the venue for distributing needs analyses for ISTs and Curriculum Development. The possibilities offered by a regular language newsletter are endless! And even a simple "language column" is a good way to provide Volunteers with ongoing input about the language.

TIPS FROM THE FIELD

Peace Corps Language Coordinators suggest keeping these tips in mind as you develop a language newsletter for your country:

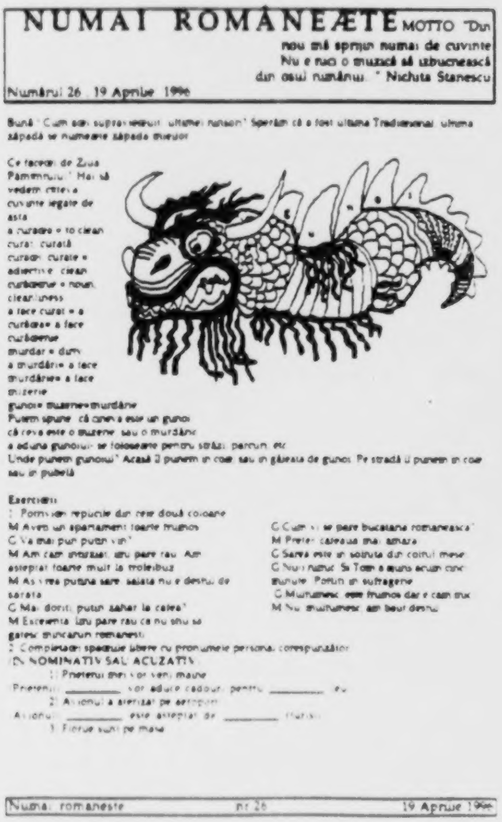
- Keep it short.
- Use an attractive format, pictures, etc.
- Use a consistent pattern.
- Send it regularly but not so frequently that you overburden PCVs with paper.

- Use it for reviews, useful info on culture, culture events or Peace Corps events.
- Put in useful phrases, slang, etc. not included in PST.
- Use it as a link between PST and IST.
- Use it as a resource for tutors.
- Organize contests, such as translation contests with prizes.
- Include materials received from PCVs: translations, language learning strategies, cartoons or stories.
- Include jokes, quizzes, funny things.
- Ask PCVs for feedback on how to do it better and what to include in it.

SAMPLES FROM THE FIELD

SAMPLE LANGUAGE NEWSLETTER FROM ROMANIA

This excerpt is from a sample issue of *Numai Romaneste* which was developed by the language program for Volunteers in Romania.



NUMAI ROMÂNEÆTE MOTTO "Din nou mă sprijin numai de cuvinte
Nu e nici o muzică să izbucnească
din osul rumânului." Nichita Stanescu

Numărul 26, 19 Aprilie 1996

Bună! Cum aţi supravieţuit ultimei ninsori? Sperăm că a fost ultima. Tradiţional, ultima zăpadă se numeşte zăpada mieilor.

Ce faceţi de Ziua Pământului? Hai să vedem câteva cuvinte legate de asta
a curăţa = to clean
curat, curată, curaţi, curate = adjective, clean
curăţenie = noun, cleanliness
a face curat = a curăţa, a face curăţenie
murdar = dirty
a murdări = a face murdărie, a face mizerie
gunoi = mizerie = murdărie
Putem spune că cineva este un gunoi
că ceva este o mizerie sau o murdărie
a aduna gunoiul: se foloseşte pentru străzi, parcuri, etc.
Unde punem gunoiul? Acasă îl punem în coş sau în găleata de gunoi. Pe stradă îl punem în coş sau în pubelă.

Exerciţii
1. Potriviţi replicile din cele două coloane

M Avem un apartament foarte frumos	C Cum vi se pare bucataria romaneasca?
C Va mai pun putin vin?	M Prefer cafeaua mai amara
M Am cam intarziat, imi pare rau. Am asteptat foarte mult la troleibuz	C Sarea este in solnita din coltul mesei
M As vrea putina sare, salata nu e destul de sarata	C Nu-i nimic. Si Tom a ajuns acum cinci minute. Poftiti in sufragerie
C Mai doriti putin zahar la cafea?	C Multumesc, este frumos dar e cam mic
M Excelenta. Imi pare rau ca nu stiu sa gatesc mancaruri romanesti	M Nu, multumesc, am baut destul

2. Completaţi spaţiile libere cu pronumele personal corespunzător (IN NOMINATIV SAU ACUZATIV)
1) Prietenii mei vor veni maine
Prietenii ________ vor aduce cadouri pentru ________ (eu)
2) Avionul a aterizat pe aeroport
Avionul ________ este asteptat de ________ (turisti)
3) Florile sunt pe masa

Numai romaneste nr 26 19 Aprilie 1996

(Florile) ________ sunt de la ________ (Tom)

4) Colegii nostri locuiesc intr un apartament

(Colegii) ________ se simt bine in ________ (apartament)

5) Profesoarele vorbesc romanaste

(Profesoarele) ________ vorbesc despre ________ (tu)

6) Mancarea este in frigider

(Mancarea) ________ a fost gatita pentru ________ (copii)

7) Pisica doarme pe canapea

(Pisica) ________ doarme langa ________ (eu)

8) Cadourile sunt sub pomul de Craciun

(Cadourile) ________ sunt de la ________ (noi) pentru ________ (voi)

9) O masina a trecut pe strada

(Masina) ________ a trecut pe linga ________ (tu)

10) Televizoarele color sunt scumpe

(Televizoarele) ________ nu pot fi cumparate de ________ (parintii mei)

1 Eu il vad **pe Don** zilnic
Eu nu ___ vad zilnic
-a intalni

-a ajuta

Eu ___ vad zilnic

Eu ___ am vazut ieri

Eu ___ voi vedea maine

2 Colegul meu intalneste **pe Maria** la teatru Colegul meu ___ intalneste la teatru
El nu ___ intalneste la teatru
-a vedeaEl a intalnit ___ la teatru
-a admira El ___ va intalni la teatru
El nu ___ va intalni acolo

3 Profesorul ajuta **pe voi** in problemele grele El ___ ajuta in problemele grele
El ___ a ajutat
El nu ___ a ajutat
El ___ va ajuta
El nu ___ va ajuta

4 Toata lumea priveste **pe mine** cu mirare Toata lumea ___ priveste cu mirare
Toata lumea ___ a privit cu mirare
-a ascultaToata lumea ___ va privi cu mirare
Nimeni nu ___ a privit cu mirare

5 Vecinul nostru asculta **piesa** cu interes Vecinul nostru ___ cu interes
Vecinul a ascultat ___ cu interes
-a citiVecinul nu ___ asculta cu interes
-a scrie repedeVecinul ___ va asculta cu interes

6 Doctorul consulta **pacientii** zilnic Doctorul ___ consulta zilnic
Doctorul nu ___ consulta zilnic
-a asteptaDoctorul ___ a consultat ieri
Doctorul ___ va consulta maine
Doctorul nu ___ va consulta maine

7 Maria pune **florile** pe masa Maria ___ pune pe masa
Maria ___ a pus pe masa deja

-a culege cateva floriMaria nu ___ a pus pe masa
Maria ___ va pune pe masa
Pune ___ pe masa imediat!

8 Directorul cunoaste **pe noi** foarte bine Directorul ___ cunoaste foarte bine
Directorul nu ___ cunoaste foarte bine
Directorul ___ a cunoscut ieri
Directorul ___ va cunoaste peste cateva zile
Prezinta ___ directorului

FUNCTIONAL ROMANIAN

Initiating Conversation	
Excuse me, but ..	**Scuzati,dar...**
I don't think we've met.	**Nu cred sa ne fi intilnit mai inainte.**
Don't I know you from somewhere?	**Va cunosc de undeva?Ne-am mai intilnit undeva?**
Could I talk to you in a while...?	**As putea sa vorbesc cu dumneavoastra peste un timp..?**
I have some news.	**Am (ceva)noutati.Vreau sa va spun ceva.**
You won't believe this.	**Nici n-ai sa crezi.(Nici nu vei crede.)**

Răspunsuri la exerciœiile din numărul trecut :
1 la care, despre care, de la care, lngă care, de la care, in care, pe care, din care,
2 voluntarii, bucurosi, dificil, profesoare, severe, inœelegătoare

OVER VIEW

SELF-DIRECTED LEARNING: OVERVIEW AND SAMPLE ACTIVITIES

The groundwork for independent language learning needs to be set during PST. This overview discusses the issues involved in self-directed learning and suggests ways to integrate these issues into the language component of a PST.

LEARNER-CENTERED TRAINING AND SELF-DIRECTED LANGUAGE LEARNING

Most Peace Corps trainings are based on principles of adult learning. For example, nearly all trainers would agree that learners need to take responsibility for their own learning, but how much responsibility is the key question. Learner-centered training may be a matter of giving Trainees a few choices in the content of some sessions or it may use Open Space Technology, an approach in which each Trainee decides how to go about learning topics of his or her own choosing – a fully Trainee-directed approach. Similarly, language programs include a wide range of ways of supporting learner independence, sometimes within a single Pre-Service Training.

SIX KEY ELEMENTS OF INDEPENDENT LANGUAGE LEARNING

Any language program that aims to help learners gain even partial control over their own learning should incorporate materials and activities that address these six areas:

- **Attitude**: How Trainees feel about the language, their perception of their ability to learn it and their confidence in taking more responsibility for learning.
- **Knowledge about language and language learning**: What Trainees know and believe about what language is, about the particular language they are learning and how people learn a language
- **Self-knowledge**: What Trainees know about their own range of learning styles, modality preferences, and other personality factors that influence their learning.
- **Managing learning**: What Trainees understand about planning, monitoring and evaluating their learning and

learning processes.

- **Lesson planning**: Skills Trainees have for sequencing the steps in learning (attending, comprehending, remembering, practicing, using)
- **Knowledge of strategies**: Specific actions or mental steps that Trainees can use to manage their learning and to carry out a self-directed lesson (managing learning and lesson planning).

INTEGRATING SELF-DIRECTED LEARNING INTO PST

The extent to which self-directed learning is emphasized during Pre-Service Training is influenced by several factors, particularly the availability of skilled tutors in the field. If Volunteers can count on continuing their language learning with a skilled tutor, there is little reason to develop extensive skills in self-directed language learning. Each of the areas should still be addressed in PST, but an emphasis on "lesson planning," for example, is not necessary. Trainees in this situation still will benefit by knowing more about how they learn and learning how to manage their own learning. They will also benefit from learning how to assess their own needs and how to select strategies for memorizing or practicing the language on their own. Communication strategies are important for these Trainees also. But they do not need to spend time on using strategies to build their own coherent lesson plans.

In most Peace Corps language learning situations, though, a more thorough introduction to self-directed learning will be helpful. If there is not enough time, some of the training, (in lesson planning, for example), may be delayed until an IST. No matter what the training in self-directed learning during PST, a language IST will be an ideal time for Volunteers to reflect on their learning in the field and to review elements of SDL. This may be the time to work more on lesson planning, using an informant, monitoring strategy use, or tape recording.

PROCESSES/ ACTIVITIES TO PROMOTE SELF-DIRECTED LEARNING

This list of self-directed learning activities was suggested for Thailand's 1997 Trainees. This was a 12-week PST, using a community-based approach. Note the use of activities and materials found elsewhere in this Resource Kit.

1. PROVIDE EXPLICIT STRATEGIES TRAINING

From the beginning of training, teachers should introduce specific strategies for planning, focusing attention, monitoring, communicating (speaking and listening), memorizing, and practicing. This attention to strategies should be integrated into the "regular" language lessons. Be sure to include some of the most powerful strategies:

- focused listening or reading for a specific bit of information
- guessing meaning from context
- memory strategies

2. ENCOURAGE USE OF INDIVIDUAL LEARNING LOGS

From the beginning of training, Trainees should be keeping a learning log, using it as the basis for some question/answer activities every other day or so. Trainees should be writing about new words and expressions they hear, strategies they are using, etc. They should be writing about their community entry activities, culture skill learning activity, and community assignments from language lessons.

Be sure to allow time for writing in the learning logs and to compare ways of selecting and organizing contents of the logs. Teachers may be asked to keep similar logs about their experiences , reflecting on activities and teaching strategies they are using.

3. CONDUCT REGULAR SELF-ASSESSMENTS

From the beginning of training, Trainees should be performing regular self-assessment with a competency checklist. Guidelines and examples are provided in Section 7 (Assessment) of this Resource Kit.

4. PROVIDE TRAINEE CHOICES FOR CONTENT OF LESSONS

Nearly all trainers would agree that learners need to take responsibility for their own learning, but how much responsibility is the key question. From Week 3 at the latest, incorporate Trainee suggestions or give Trainee choices for content of lessons. Different options are discussed later in this section, from giving Trainees a few choices in the content of some sessions to an approach in which each Trainee decides how to go about learning topics of his or her own choosing--a fully Trainee-directed approach.

5. HAVE TRAINEES CO-PLAN LESSONS WITH A TEACHER

Starting from week 5 of training, have individual Trainees co-plan some lessons (no more than an hour of instruction) with the teacher, so that Trainees learn the process of selecting content and sequencing activities. Each Trainee should have this co-planning experience two or three times.

6. PROVIDE READINGS AND ACTIVITIES ABOUT LANGUAGE, LANGUAGE LEARNING AND LEARNING STYLES

In the second half of the PST (Weeks 4-11) do readings (in English) and activities (about one per week) that help Trainees to understand more about language and language learning and to become more aware of their own learning styles. Here is a possible sequence:

- Analysis of learning style: use a learning styles inventory.
- Beliefs about the target language: contrast with English
- Beliefs about language learning: do a True/False Quiz linked to Chapter One of *Language Learning Strategies for PCVs* .
- Do the SILL to acquaint Trainees with a wide variety of learning strategies.
- Beliefs about language and communication: Have Trainees read and answer questions about Chapter 5, "The

Communication Process," in *How To Be A More Successful Language Learner.*
NOTE: Remember to help Trainees learn how to use resources such as dictionaries or reference grammars.

7. PROVIDE A SESSION ON CULTURE SKILL LEARNING AND SELF-DIRECTED LEARNING PRINCIPLES

By week 8, have a session for Trainees to reflect explicitly on a culture skill that they have been learning in their host community (such as weaving or fishing) in order to understand the main elements of self-directed learning. Compare the process to language learning. Follow up with a focus on how to do a needs assessment.

8. HAVE TRAINEES PLAN LESSONS USING A LANGUAGE INFORMANT

Toward the end of the PST, perhaps Week 10 or 11, provide some structured preparation for continued language-learning after PST. Have each Trainee plan a language lesson or two using a language informant (not a trained teacher) to practice and demonstrate the ability to use an un-trained tutor. The language lesson should be based on the Trainee's needs assessment of a tech project he or she is doing in the village.

9. CONDUCT A SESSION ABOUT SELECTING AND USING TUTORS

Toward the end of PST, conduct a session about selecting and using tutors, and make sure that Trainees are familiar with the policies and guidelines for language tutors at your post.

HOW
TO DO IT

A LEARNING PLAN FOR ANY TOPIC

This chapter was adapted from *Learning Kiribati On Your Own.* and appears as part of a new Peace Corps publication on self-directed learning which is included on the CD-Rom of this Resource Kit and is available from Peace Corps Washington. You may want to use it in connection with the self-directed learning training sessions that appear later in this section, or adapt the information for use in your own PST and TOT designs.

LEARNING PLAN STEPS IN A NUTSHELL

	1. Decide what to learn A. Assess your needs B. Set goals
MONITOR	**2. Develop a lesson** A. With an informant: create a dialog, learn a song, listen to a story, describe pictures, Q&A, etc. B. On the spot: • Focus attention: What should I pay attention to? • Comprehend: How can I make sense of this? • Remember: How will I remember it?
	Check for accuracy
	3. Practice A. With an informant: "classroom" activities B. On your own: eavesdropping, use kids as informants, make sentences, etc.
	4. Use It
	5. Evaluate A. Did I get it? B. Did my approach work?

PLANNING INDIVIDUAL LESSONS

This information will help you plan language lessons for yourself about almost any topic that interests you. The process is a series of steps in which you play the roles of curriculum developer, teacher, and learner. As the curriculum developer, you will decide on the topic and set a goal. As the teacher, you will need to select the language material that is the content of the lesson and set up practice activities for yourself, the learner.

- First, choose something you want to learn, such as how to apologize for not attending a wedding, refuse your neighbor's request to borrow your tape player, or announce plans for a training workshop.
- Next, prepare for the task by reviewing relevant vocabulary or thinking about similar situations that you are already comfortable with. To do this, use resource books, reflect on what you already know, and ask for help from your language helper. If possible, you eavesdrop on a native speaker or two and listen to what they say. Then, after some rehearsal, go out and do the task in the actual situation.
- Finally, evaluate about how much you've learned and what is still difficult for you, and begin thinking about your next lesson.

These steps are at the heart of learning a language on your own. Following them will allow you to learn the language you need at the time you want, when you feel ready to learn it. In addition, and perhaps more importantly, you stay in control of the learning and your own success—the key to maintaining motivation.

STEP ONE: DECIDE WHAT TO LEARN

- Start by thinking about an immediate need you have to communicate to get something you need or accomplish a task. Think of situations in which you don't feel comfortable or tend to avoid. Think of people you'd like to understand better or be able to communicate more effectively with.
- Notice that the need is usually not for a verb form or a noun case ending. Unless you are a linguist or have a very thorough understanding of grammar to begin with, it will be frustrating to base your lessons on the systems of the language. This is how field linguists develop an understanding of how a language works, but grammar is generally not a useful starting point if you want to learn how to communicate — especially if you have to be your own grammarian.
- So, after reflecting on your communication needs, write a learning objective. Be specific and break it down into manageable parts. For example, "participate in a meeting" is too general. You might divide it into "greet people appropriately, ask at least one question about the main topic, and compliment the food served at break." In fact, these could be objectives for three separate lessons.

STEP TWO: DEVELOP YOUR LESSON

- How are you supposed to write a lesson for something you don't know? Well, first of all, you already do know a lot about this situation because you've been in it at least once, you may have books to refer to, and you are surrounded by native speakers who can help. You will also be in situations frequently where you can eavesdrop on others and try to remember what they said. This is called learning "on the spot." The alternative is to get help from a language helper, someone who probably is not a trained language teacher, but understands your need for help with the language and has agreed to provide as much support as possible. Remember that no matter how good your lesson, what people say to you when you try it out will be a little different.

1. DEVELOPING A LESSON WITH A LANGUAGE HELPER

Your language helper will help you figure out what you should say and what you might anticipate hearing in reply. You can write down possibilities as a dialogue, a conversation or a series of questions you plan to ask, and the answers you anticipate hearing. This will form the language sample that you will practice with.

- In order to get a good language sample, it's important that your helper really understand the situation that you are working on. Discuss the setting, who is there, and what people are doing. If you simply ask for a translation of sentences, you may receive accurate language, but not the language that native speakers really use. Ask your helper, "How would *you* say it in this situation?," with the emphasis on "you." This is usually more effective than asking if what you have written is correct, because your language helper might agree just to be polite.
- It is important to consider how polite or formal your language needs to be in the situation. Part of this is selecting the appropriate words and actions for opening and closing your conversation, for making a request, responding to an offer and so on. It also involves an understanding of your perceived status, how the people around you see you. Are you seen as a peer or as someone of high status? Are foreigners usually expected to speak more formally than others?
- You should usually think about including social "chit-chat" in a lesson that is focused on a "business" task. For example, if you need to buy a can of beef stew, don't stop with the language for asking if the storekeeper has your favorite brand. In addition to this business language, add some conversation with the shopkeeper about his family, about the weather, or about the expected arrival of a new supply of beef stew.
- After you have developed a lesson, check it carefully with your helper to be sure that what you have written is accurate and natural sounding.

2. DEVELOPING A LESSON "ON THE SPOT"

You can also develop a language lesson on the spot, in the actual situation where you want to improve your language skills.

- The first step in this approach is to listen in a very focused way. This means that you should not be trying to learn the language in a situation in which you are required to participate too much. A Volunteer in Tonga said that she was able to learn a lot of the language she needed for community meetings by visiting another Volunteer and sitting in on her meetings: "Then I'm just the guest, and no one is asking me for opinions or expecting me to join in the discussion." To learn how to teach something to others, it would be a good idea to ask people in your community to teach you something first. As you learn how to prepare a local dish, do a dance, or carve a paddle, you can be listening to the way your mentor gives instructions, corrects you, or praises your skill.
- Once you have selected a setting in which you can listen without pressure to participate, you need to eavesdrop or listen for only a few specific elements. If your objective is to learn how to introduce a new topic at a meeting, you need to ignore a lot of the rest of what you hear, and just listen for the cues that indicate a new topic is coming up. (You will probably have to learn how someone concludes a topic at the same time so that you can spot the transition.) To know when and where to focus your attention you will need to listen for key words, look for changes in people's expressions or other body language, and refer to any other helpful cues, such as a written agenda for a meeting. The same strategies will help you figure out the meaning of what you are hearing. It's important that you understand at least the gist of what you are focusing on or you will have an extremely difficult time remembering any of it.
- To develop your "on the spot" language lesson, you need to think of ways that you will remember what you are listening to. Can you use a tape recorder? Is it a situation in which you could write things down? (You could pretend to be writing a letter home while eavesdropping at a lunch counter, for example). You may need to use mental strategies, like repeating words and phrases over and over in your mind until you have a chance to write them down later.
- Write down the language you want to learn in the form of a dialogue or conversation, so that it is in a social and culturally appropriate context. Then, it is important that you check your lesson material with a native speaker to be sure it is natural sounding and accurate.
- Think about specific strategies for developing a lesson that will suit your learning needs. And while you are using these strategies, monitor how well each is working for you. Keep notes in your language notebook, talk to friends about them, or

at least think about them at the end of the day. If you don't pay attention to these strategies, you may continue to use ones that aren't working very well and fail to try new ones that could help.

STEP THREE: PRACTICE

Your main goal during the practice step is to memorize new expressions and to learn how to say them smoothly, without stumbling over the difficult sounds. You'll also want to get a better feel for what the sounds mean at the moment you are hearing them—to have the meaning come automatically. The basic practice technique for becoming fluent in making the sounds is repetition. Repeat your dialogue or conversation out loud, or play games that require repeating the new phrases and vocabulary over and over again until you produce something that sounds like the new language. Don't expect perfection during one practice session.

- Two important elements in making the meaning clear are the rhythm and melody of the language—the places where the voice goes up or down, becomes louder or softer, or where there are pauses. The tone of voice is important, too. One way to begin to learn these in a new language is to listen carefully in the setting for the actual words and phrases you want to learn—and perhaps even say what you hear to yourself. Another is to ask your language helper to read your lesson. Listen to the way she uses her voice to convey the meaning and imitate her. Also watch the way she uses her body (gestures, facial expressions, etc.) to get the meaning across.
- Don't try repeating things you don't understand. While you're practicing saying the sounds, work on learning their meanings, too. Make pictures in your mind and associate them with the new meanings or sounds of the new words. Or think of words in English or other language that they remind you of.

To practice you should certainly try listening in the setting (on the spot) or listening to your friend and imitating her. In addition you can do some study activities on your own, practice with kids in the neighborhood, or do some of the activities below with your language helper or a friend.

- Connect physical movement and actions with the language you are practicing by following and giving commands.
- Play games with a chart, map or pictures to practice vocabulary.
- Ask your friend to tape record your lesson so you can practice repeating it later.
- Play language learning games for building your vocabulary within the topic area of your lesson.
- Do activities you recall from Pre-Service Training.

- After other practice activities, role-play your lesson with your language helper . This might be a good time, if you haven't already done so, to put your lesson into a complete, culturally acceptable exchange (an appropriate greeting at the beginning, appropriate behavior throughout, a leave-taking at the end—and appropriate gestures).
- The last step before going out and doing it is to remind yourself of the phrases that will allow you to control the conversation when you have trouble understanding what's going on or when you want to end the conversation politely. Remember—you don't have to use everything in your original plan or everything your helper may suggest. You decide for yourself what is a manageable amount of new language to use each time you go out on your learning adventures. This is important for maintaining your self-confidence and motivation.

STEP FOUR: USE IT

Now step outside, and put yourself into a situation where you can use your lesson. Plan a time of day when people will be willing to stop and talk, or that is appropriate to the topic of your lesson.

- ***Try it out more than once,*** with different people. Keep doing it until you feel comfortable and confident. The more times you put yourself into the same or similar situation, the more quickly this part of the language and culture will become a part of you.
- ***Take notes*** as you go along, if the setting and situation permit, about what the people said and what you think they said; also, make note of things they did that puzzled or surprised you.

STEP FIVE: EVALUATE

It's helpful to continually assess the way you are learning as well as what you are learning. Sit quietly and think about the experience. Look over your notes and write a bit more about what happened: who you talked to, what was said and done, and how you felt doing it. Think about *what* you learned and about *how* you learned it. What worked, what didn't? Reread the other chapters to help you gain more insights into what helps you to learn. Think about how you might improve the way you are working with your language helper, and talk it over with her. Here are some specific things to write about or to do:

- Make a list of new words and phrases. Write down the ones you think you are now able to say and use more smoothly and naturally. Make another list of the ones you wish you had known or been able to use more smoothly. Do the same for pronunciation difficulties. Write down any new phrases you heard that were variations on what you had planned.
- Make a list of things that surprised, puzzled, or upset you, or in general, made you feel "different." Most likely, these

involve cross-cultural misunderstandings. Describe what the other people did, what you did, how you felt, and how you would expect someone from your culture to behave in a similar situation. Then reflect on what you think the underlying value in your culture is that makes you expect this kind of behavior (and not expect it in your new culture).

- Get together with your language helper. Show her your notes and ask your questions. Discuss the reactions of the people to you—talk about what happened that made you feel "different." Get her perspective on what happened and compare it with yours. Work at better understanding why the people behaved the way they did and what it means in the culture. Talk about what you would like to do or say differently the next time you're in a similar situation, and get your friend's advice. You might do a revised role-play or some language learning games, or ask her to record a new or revised dialogue using what you learned.

POSSIBLE TOPICS FOR SELF-DIRECTED LEARNING LESSONS

Now you're ready to plan another lesson. It could be a follow-up to this one with revisions based on what you learned. Do it a few more times until it comes easy to you, and feels natural. Or, it could be on an entirely different topic. Perhaps a new topic emerged during this one. Or you may want to revisit a topic you covered earlier—even one from PST—with a fresh perspective (and wider vocabulary) to do a more thorough job. By "spiraling" your topics, you can go deeper into the language and culture and use more natural phrases as your language ability increases.

Peace Corps Philippines includes this list of possible topics that work well with this style of self-directed language lessons .

For the beginning learner:
- Finding a place to live
- Using public transportation
- Developing a route of listeners
- Greetings; leave-taking; appreciation
- Your role as a learner
- Personal questions
- Polite phrases
- Responding to a welcone
- Classification; affirmation; denial
- Exploring objects
- Descriptions
- Shopping
- Restaurant
- Arithmetic
- Question about people; introductions
- Exploring space and time; directions
- Exploring space and time; transportation

- Exploring activities
- Exploring activities in space and time
- Exploring circumstances of activities
- Descriptions and expansions
- Telephones

For further exploration:

- Get and give instructions
- Requests
- Comprehension instructions
- Vocabulary building: objects animals and people
- Events and activities
- Descriptions and qualities
- Small talk
- Appointments
- Giving directions
- Personal interchanges
- Your host country
- Advice
- Sharing interesting experiences
- Telling stories about others
- Telling about your plans and goals
- Your neighborhood
- Talking about a picture
- Expressing your emotions

HOW
TO DO IT

USING A LANGUAGE LEARNING NOTEBOOK

Language learning notebooks are one very useful tool in planning and monitoring self-directed language learning . Notebooks can be used to help learners reflect on their own strategies and learning styles, establish specific personal language learning goals, and assess their own progress. This information on using language learning notebooks is adapted from *Learning Kiribati On Your Own.* and appears in the new publication on self-directed language learning included on the CD-Rom of this Resource Kit, and available from Peace Corps Washington.

WHY USE NOTEBOOKS?

When learning a language, some people just jump in and learn the language by using it everyday. Most people, however, find that spending some amount of time reflecting on their experience and writing about it, no matter how short, makes their learning easier and more effective. Even writing a free-form narrative description of your learning experiences on a regular basis will help. Here are a few ideas about what to write in your language learning notebooks and how to organize your thoughts.

WHAT SHOULD THEY CONTAIN?

No matter what format you choose to use, there are three main topics to include in your ruminations and writings:

- **Language** : words, expressions, pronunciation, and grammar that you learned, nearly learned, or discovered you'd like to learn.
- **Culture** : non-verbal ways of communicating, norms of behavior, attitudes and values that you've become aware of, understand better, or would like to learn more about.
- **Learning** : things that helped your learning and things that hindered, like the techniques and activities you used, how you felt doing it, and the role your language helper and others played.

For each of these topics, there are two main questions to address:

- What did you learn?
- What questions are you left with?

HOW CAN LANGUAGE NOTEBOOKS BE USED?

Each time you write in your language learning notebook, start by reading some of your more recent entries. Or write first, and then read. Look for patterns of both progress (for your motivation) and difficulties (for planning future lessons).

- Think before you write. Think, write. Ruminate, reflect, write. Then discuss with the people who care the most about your learning their language.
- How you keep the language notebook or what format you choose really depends on your own learning style and your changing learning needs. There are three common formats for language learning logs determined by how structured your entry format is:

1. INFORMAL FORMAT

The most informal type of notebook allows for the maximum amount of freedom in recording your language learning experiences and what you are learning from them. Simply get a notebook and write in it on a regular basis. Suggestions for topics and questions are listed above.

2. SEMI-FORMAL FORMAT

You can also write regularly in this more formal type of notebook, but you follow a list of more specific suggestions and questions to organize it.

What To Include:

- Your goals and objectives for learning the language
- Your self study lessons
- New words or expressions you have learned or want to learn
- Words you have heard or read that you want to ask someone about or look up in a dictionary
- Grammar rules you have learned
- Notes about conversations you have in the language
- Summaries of what you read in the language
- A record of the errors you want to work on
- Comments on learning strategies you have used successfully or unsuccessfully
- A record of the amount of time you spend learning the language

3. FORMAL FORMAT

Use this format if you like to have everything on one page, in neat little boxes. You can draw the grid by hand on blank pieces of paper, then fasten them together with a stapler or tape, to make your own notebook. Or, perhaps you can find a Xerox machine someplace with a friendly custodian who will let you make copies.

The sample shown here is smaller than the actual one . Place your grid horizontally on a piece of 8 1/2" X 11" paper and fill in these heading (or others that work better for you.)

DATE ______________ PAGE NO. ___

ACCOMPLISHMENTS	NOT SURE YET	
VOCABULARY	WORDS, SENT, EXPRESSIONS	CONTEXT
SENTENCES/SENTENCE PATTERNS	I NEEDED TO SAY...	
CULTURAL AWARENESS AND RELATED LANGUAGE	COMMENTS ABOUT LEARNING TECHNIQUES THAT SEEM TO HAVE BEEN EFFECTIVE	
HOW I FELT/MY EMOTIONAL STATE	QUESTIONS I'M LEFT WITH	

USING YOUR NOTEBOOK WITH A LANGUAGE LEARNING HELPER

- After each self study lesson, reflect on your plan for language learning in your notebook, including:
a) the language objectives you tried to achieve,
b) the problems you had learning,
c) the successes you had learning,
Then show the entries to your language helper and discuss them with her; talk about what you did and decide what you might do differently next time.
- Reflect on your use of learning strategies, including:
a) the language and behavior you noticed or paid attention to,
b) the learning strategies or techniques you used for comprehending, for getting the meaning,
c) the strategies you used to practice the language) the strategies you used for analyzing and learning from the experience,
d) your assessment of what worked and what didn't.
Then show the above entries to your language helper and discuss them with her; talk about what you did and what you would do differently the next time.

HOW TO DO IT

USING FRIENDS IN THE COMMUNITY FOR SELF-DIRECTED LEARNING

Trainees who are used to the idea that language learning is something that takes place in a formal classroom context may need guidance about how to apply the principles of non-formal education to the area of language learning. The community contains hundreds of potential teachers--none of whom would usually be considered as "teachers" or even "tutors". But they are nonetheless an excellent source of expertise for on-going language learning. This information on using language informants from the community is adapted from *Learning Kiribati On Your Own*. and appears as part of a new Peace Corps publication on self-directed learning which is included on the CD-Rom of this Resource Kit and is available from Peace Corps Washington. You may want to use it in connection with the self-directed learning training sessions that appear later in this section, or adapt the information for use in your own PST and TOT designs.

FINDING A LANGUAGE HELPER

In order to learn a new language on your own (that is, without formal instruction) you need someone you can turn to when you have a question, someone who can explain what to say and how to say it so you minimize your chances of offending and maximize your chances of communicating appropriately, someone who cares about you and wants to see you succeed, and someone you like and trust. You need a language helper, preferably one who speaks some English, who will help you prepare for your learning adventures and help you understand what you learned from them when you come back.

Throughout this discussion about language helpers, we refer to the helper as "she" to avoid the awkward use of he/she. Note that it is probably wise to choose a language helper who is the same sex as you are, for cultural and social reasons.

So, find a helper, learn the language, and enjoy your life in your new country. Here are a few ideas of things to do with your helper, arranged in two groups: formal and informal.

FORMAL LEARNING

The suggestions in this section are for times when you and your helper are working together on your self-study lessons or other times when you are formally engaged in language learning activities.

- In general, the best way your helper can assist you is to guide you through the self-study lessons . She can help you choose and practice the right words to accomplish your task in a culturally acceptable way and help you gain the confidence you'll need to go out and do it. Then she can help you interpret the experience and learn from it. If you are looking for specific activities to do with your language helper, the learning plan includes suggestions.
- It's better for maintaining your motivation if you concentrate on learning things that are of real importance to you. If you don't, you'll probably quickly lose interest and want to quit. Therefore, for the most part, don't ask or expect your helper to plan the lessons for you unless you've agreed in advance on the topic and what you're going to do with it. Remember, you are both the learner and the teacher.
- When you ask your helper to tell you how to say something in your new language, you want the answer to be what people usually say in real life, not a simplified or overly formal form that she may think would be better for you to learn. One way to do this is to ask her how she would say it in this situation. This works better than asking if what you have written or said is right, because she might say "yes" to be polite.
- Pick a topic and talk about it for five or ten minutes with your helper. Tape record the conversation, transcribe it later, and then ask your language helper to look at what you've written. At another time, listen to the tape again and see what you can hear that you couldn't hear before. This is an excellent exercise for improving your ability to hear individual sounds and words, and learn colloquial and idiomatic speech. Or, instead of having a conversation, ask your language helper to tell you a story. Listen carefully for the format for telling stories and the standard expressions that are always used, like, "Once upon a time...."
- Listen to tapes together that you've made of radio broadcasts or of people talking. Ask her to help you figure out what's going on, and have her listen to you imitate them.

INFORMAL LEARNING

- Ask your language helper questions about the language and culture on a regular, ongoing basis—anytime you're together. It's good to clarify doubts and get questions answered as soon as possible to avoid slowing down your progress and dampening your enthusiasm.
- Try having a conversation in which you speak English and your language helper speaks her language. This is a good exercise for practicing listening comprehension without the added stress of having to produce the new language. The

conversation will flow more smoothly and you will understand what you're talking about more easily than if you were only speaking the new language.

- Ask your language helper to correct your mistakes, but help her learn ways to do it that will truly be helpful. For example, some people prefer to be corrected in private when they are alone with their language helper but not in public, where they might be embarrassed by the corrections. Another idea is to ask your language helper to point out your mistakes, but to give you a chance to correct them yourself before she tells you how to say it. But no matter how you and your language helper work with your mistakes, remember that mistakes are a natural part of the learning process. They tell you what you know and where you need to do more work.
- Ask your language helper to accompany you on your "learning adventures" to observe you, but to let you do all of the talking, or to "coach" you, when you need help.
- There are many other things you can do with your language helper, of course, that have to do with practicing specific parts of the language, but you can also just talk about whatever comes up, with no particular language purpose in mind.

HOW TO DO IT

SELF-ASSESSMENT TECHNIQUES

This information on different techniques for self-assessment is adapted from *Learning Kiribati On Your Own.* and appears as part of a new Peace Corps publication on self-directed learning which is included on the CD-Rom of this Resource Kit and is available from Peace Corps Washington. You may want to use it in connection with the self-directed learning training sessions that appear later in this section, or adapt the information for use in your own PST and TOT designs.

SELF-ASSESSMENT AND LANGUAGE LEARNING

Section 7 of this Resource Kit discusses the Assessment of Trainees. But an equally important part of independent and self-directed language learning is "self- assessment". During PST Trainee's should be introduced to some of the basic concepts and techniques they can use to monitor and evaluate their own progress.

TYPES OF SELF-ASSESSMENT

Two types of assessment Trainees should know about:
- **Ongoing monitoring** of how the person or people you are talking to are understanding what you are saying, constantly, throughout the conversation
- **"Final" assessment** at the end of a self-study lesson, for example, or at the end of the week or month, when you ask yourself, "Did I achieve my goal or objective?"

PURPOSES OF SELF-ASSESSMENT

Assessing progress on a regular basis can help learners to:
- Sustain your motivation—often you might feel you are not making any progress at all, but you really are, as the PCV above notes.
- Find things you need to work on which can be topics for your self-study lessons.
- Know how your techniques for learning are working and where you might be able to do better.
- Reinforce things you are saying correctly.

CRITERIA FOR SELF-ASSESSMENT

The most sensible criteria for evaluating your progress are the goal and objectives you have set for yourself. From the beginning, as you plan each of your self-study lessons , devise ways to assess whether you have learned what you set out to learn. You set the objective, and at the same time devise a way of knowing when you have reached it. Ask yourself two questions:

- "Where am I going?" and
- "How am I doing at getting there?"

Don't compare your progress to that of others. There will always be someone who speaks better than you do. Instead, measure yourself against yourself. Compare what you could do last month with what you can do now, then use that information to know where to direct your language learning efforts in the weeks ahead.

In addition to your own criteria for assessing your progress, you can use the ACTFL (American Council for the Teaching of Foreign Languages) checklist as a general guide. It is also another source for ideas of what to learn next. Use the LPI rating you get at the end of the PST as your benchmark for keeping track of your progress. A modified version of the ACTFL scale, called "The Language Learner's Proficiency Scale" can be found later in this section.

TECHNIQUES OF SELF-ASSESSMENT

Here are techniques that successful language learners use to assess their learning. Choose ones that you think will work for you:

1. ORGANIZE

- **Set weekly goals.** In addition to your long-term goal and the specific short-term learning objectives you set for each of your learning plans (for example, asking the cost of postage, greeting the postal clerk), set a weekly goal which relates to your main long-term goal (for example, to be able to carry on a social conversation with clerks in stores and the post office). If you use one of the planning grids (see Setting Goals and Objectives) to identify your learning needs, turn these needs into goals that you want to meet.
- **Set long-term goals.** Compare where you are now on the Language Learners' Proficiency Scale with where you were the last time you assessed yourself. Then set new goals for the next month or two.

2. WRITE IT DOWN

- **Keep a journal.** In "A Learning Plan for Any Topic," one suggestion is to record the language that you hear and use as well as questions you have as you explore different language and cultural situations. Summarize your learning in the journal on a periodic basis. This also becomes a nice record of your time in country and your experiences with the people you work and live with.

- **Review your progress periodically**—at least once a month. Write in your journal or notebook about the new things you can do and say that you couldn't do a month ago. Read through your notes and word lists. Ask your best friends what they are aware of that you can do better now.
- **Write letters home to friends and family.** In these letters, add a paragraph or two about your language learning: what your goals are and how you are meeting them. Keep copies of these letters (a piece of carbon paper works just as well as a photocopy machine) both as a record of what you are doing in general and your language learning in particular. And someday when you become a famous author, you can pull out excerpts from these letters for publication!

ASSESSMENT STRATEGIES

- **Share strategies with others** who are also struggling with the language. When you get together with other Volunteers at a Peace Corps conference take a few minutes to talk about *how* you are learning as well as *what* you are learning.
- **Write letters or post cards in your new language** to your PST host family, copying patterns they use in their letters to you. You might ask your language helper to assist you.
- **Assess your knowledge of grammar** by doing exercises in any grammar book you have and by having your language helper check them for you. Remember, however, that this will help you assess what you know *about* the language, not how well you can actually *use* it in conversation.
- **Pay attention to body language.** A good way to assess how you are doing at the very moment you are talking to someone is to pay attention to their body language. How are they holding their bodies, and what facial expressions are they making? Do they look confused, bored, struggling to understand? Do they seem to want to get away?
- **Know your preferred learning styles.** If you aren't getting the results you want, take a look at the "Language Learning Styles" chapter of this book. Which are your preferred learning styles? Would trying other kinds of learning strategies be helpful?

HOW TO DO IT

ACTFL SELF-ASSESSMENT GUIDE

The following proficiency rating scale was adapted from the original ACTFL Proficiency Scale by Terry Marshall, a former Peace Corps Country Director in the Solomon Islands. He divided the scale into two components: a narrative description, which summarizes skill levels, and a self-rating checklist, which suggests performance objectives for each skill level. The scales are based on one's overall ability to communicate effectively. This includes the ability to speak and understand, the proper use of grammar and pronunciation, and the ability to understand the cultural context of a language.

THE LANGUAGE LEARNER'S PROFICIENCY SCALE

(From *The Whole World Guide to Language Learning*, by Terry Marshall.)

The "Narrative Description" summarizes your skills. The "Self-Rating Checklist" represents clusters of language tasks. For example, "say hello and good-bye" represents the general ability to greet and take leave in a variety of situations. You can use this scale both to help you determine your learning objectives and to assess your progress in achieving them.

LEVEL	NARRATIVE DESCRIPTION	SELF-RATING CHECKLIST
NOVICE —LOW	• Able to respond to or speak a few isolated words—those borrowed from English or commonly used. • Has identified him or herself as a language learner.	• I can say "hello" and "good-bye." • I can count to ten. • I can use courtesy words such as "thank you" and "excuse me." • I know a handful of words. • I am eager to begin learning my target language. • I have set some goals for my language learning.
NOVICE —MID	• Can express very simple needs in polite language. Uses mostly memorized words and phrases. Can say short phrases if given time to think about what he or she wants to say. • Speaks in a heavy accent with many errors and confuses sounds that are similar.	• I can respond to simple commands such as "stand up" and "come here." • I can greet people and take my leave correctly. • I can ask basic questions, using who, what, when and where. • I can make simple statements and commands such as "it's hot" and "turn on the light."

NOVICE —MID (CONTINUED)	• Speech is difficult to understand, even to teachers used to working with language students.	• I can thank people and make simple requests. • I can use at least fifty words in appropriate contexts. • I can sing one verse of a folk song or popular sing-along tune. • I can perform at least one task at the novice-high level.
NOVICE —HIGH	• Can ask questions and make simple statements based on memorized sentences. Understands conversation fragments and simple commands. Can deal with simple topics of daily need. Speaks mostly in short, direct sentences, but can say some longer phrases and sentences if given time to think about them first. • Still makes frequent errors in pronunciation and word use. Frequently asks speaker to slow down or repeat. Communicates with coworkers but has difficulty with others. • Behaves considerately in dealing with host country nationals. Understands some nonverbal cues.	• I understand and can make simple statements about family, age, address, weather, time and daily activities. • I understand some words when the context helps explain them, e.g., in the marketplace. • My vocabulary includes names of basic concepts: days, months, numbers 1 to 100, articles of clothing, body parts, family relationships. • I can use at least one hundred nouns and verbs in appropriate contexts. • I am beginning to know what's expected of me in simple social situations. • I can perform at least two tasks at the intermediate-low level.
INTER-MEDIATE—LOW	• Can speak on familiar topics, ask and answer simple questions, initiate and respond to simple statements, and carry on face-to-face discussions. Can pick out the main idea in a friendly informal conversation. • Often speaks incorrectly but by repeating, generally can be understood by native speakers who regularly deal with foreigners. • Frequently can understand native speaker if he or she repeats or speaks more slowly.	• I can initiate and close conversations appropriately. • I can introduce myself or someone else. • I can buy a ticket, catch a bus or boat, and get off at the right place. • I can respond to simple directions from customs officials, policemen or other officials. • I can discuss simple topics with friends.
INTER-MEDIATE—MID	• Can participate in simple conversations about some survival needs and social traditions. Can discuss topics beyond basic survival, such as personal history and leisure time activities.	• I can handle questions about my marital status, nationality, occupation, age and place of birth. • I can order a simple meal from a restaurant menu. • I can ask for or tell the time, date, and day of the week. • I can handle simple business at the post office, a bank, and the pharmacy.
INTER-MEDIATE—MID (CONTINUED)	• Beginning to use correct basic grammar constructions such as subject-verb and noun-adjective agreement.	• I'm beginning to speak more correctly; my subjects and verbs generally agree. • I can perform at least one task at the intermediate-high level.

INTER-MEDIATE —HIGH	• Can participate in short conversations about most survival needs, limited social conventions, and other topics. Gets the gist of conversations on familiar topics, though finds it hard to tune in on long conversations or in unfamiliar situations. • Speaks mostly in short, discrete sentences, but shows occasional bursts of spontaneity. Can use most question forms, basic tenses, pronouns, and verb inflections, though still speaks with many errors. • Can be understood by native speakers used to speaking with foreigners. By repeating things, can frequently be understood by the general public. • In dealing with host country citizens, can get along in familiar survival situations and with native speakers accustomed to foreigners.	• I can buy my basic foodstuffs, rent a hotel room, and bargain where appropriate. • I can talk about my favorite pastimes or hobbies. • I can describe how to get from here to places like the post office, a restaurant, or a local tourist attraction. • I can talk about things that happened in the past or might happen in the future. • I can carry on simple conversations with native speakers who are used to dealing with foreigners. • I can perform at least two of the tasks at the advanced level.
ADVANCED	• Can participate in most casual and some work conversations. Can give simple directions or explanations at work. Can talk about past and future events. With a minimum of repetition and rewording, can get the gist of normal conversation by native speakers. • Vocabulary is good enough to speak simply with only a few circumlocutions and can speak extemporaneously on many topics. Accent clearly that of a learner, but can generally be understood.	• I can describe my work in some detail and discuss with my co-workers most work-related tasks. • I can talk comfortably about topics of general interest, such as the weather and current events. • I can deal with and explain unexpected problems, such as losing my traveler's checks. • I can take and give messages by telephone. • I can be understood by most native speakers, and I can follow normal conversations involving native speakers. • I can perform at least one task at the advanced plus level.
ADVANCED PLUS	• Can handle most work requirements and conversations on topics of particular interest. Can express facts, give instructions, describe, report and talk about current, past, and future activities. • Often speaks fluently and easily, though occasionally pauses to think of a word. Continues to make some grammatical errors. • In dealing with native speakers, understands common rules of etiquette, taboos, and sensitivities, and handles routine social situations when dealing with people accustomed to foreigners.	• I can hire an employee, discuss qualifications, duties, hours, and pay in my new language. • I can instruct a coworker on how to perform a common task. • I can give opinions, facts, and explain points of view. • I can talk with ease about my past, my current activities, and what I hope to do in the future. • I can generally speak easily and fluently with only minor pauses. • I can make culturally acceptable requests, accept or refuse invitations, apologize, and offer and receive gifts. • I can perform at least two of the tasks at the superior level

SUPERIOR	• Can converse on most practical, social and professional topics. Can deal with unfamiliar topics, provide explanations, resolve problems, describe in detail, offer supported opinions, and hypothesize. Beginning to talk about abstract ideas. • Rarely has to grope for a word. Control of grammar is good and errors almost never bother the native speaker. • Can participate appropriately in most social and work situations. Understands most nonverbal responses; beginning to understand culture-related humor.	• I can carry out most work assignments in the target language. • I can handle routine social situations with ease. • I can participate effectively in most general discussions involving native speakers. • I can handle normal telephone conversations. • I can listen to a radio program, oral report, or speech and take accurate notes. • I can deal with an unexpected problem or a social blunder. • I can support my opinions in a discussion or argument. • I am beginning to understand jokes and word play. • I seldom have to ask speakers to repeat or explain. • I can speak at a normal rate of speed, without groping for words or trying to avoid complex grammatical structures.
DISTIN-GUISHED	• Can use the language fluently and accurately on all levels of professional need. Can tailor language to fit the audience: counsel, persuade, negotiate, represent a point of view, and interpret for dignitaries. • Speaks with only rare pronunciation or grammar errors. • Picks up on most nonverbal cues; understands humor and most allusions. Behaves in a culturally appropriate manner in a range of social and professional settings.	• I can carry out any job responsibility in my second language. • I can speak appropriately to a professional group, my staff, a government official, a friend, the elderly and children. • I rarely make pronunciation or grammar errors. • I always understand native speakers, even when they are talking to each other. • I can participate in joking, including puns and word play. • I can read cultural gestures, body language and facial expressions accurately.
NATIVE COMPE-TENCE	• Functions as would an educated native speaker.	• I am equally as fluent in my second language as in English. • I have command of idioms, colloquialisms, and historical and literary allusions. • I am well-versed on the history, beliefs, customs, politics, and geography of my host country. • I am completely at ease culturally in any social or professional setting.

USEFUL INFORMATION

LANGUAGE LEARNING STRATEGIES FOR COMPREHENDING, REMEMBERING, PRACTICING AND COMMUNICATING

This useful list of strategeies was developed for Peace Corps by Anita L. Wenden. You may wish to use it as part of a training session for both Trainees during PST and instructors at your TOT.

COMPREHENDING & REMEMBERING

The following is a list of strategies learners use to understand and/or remember what they attend to when they are learning a new language.

- Listen for it to recur .
- Make associations.
- Compare it with an idea/word already learned.
- Repeat it silently .
- Use a visual image to remember.
- Play back in your mind the sound of the word, phrase, or longer language sequence.
- Relate new information to what you already know.
- Think about similarities in structure between different phrases.
- Write it down.
- Try to explain the meaning to yourself.

PRACTICING

The following is a list of strategies language learners use to practice what they want to learn.

- Make friends with native speakers.
- Think in the native language (NL).
- Attend events where the NL is used.
- Eavesdrop on conversations in the NL.
- Listen to the radio.
- Converse internally with oneself in the NL.
- Make sentences with a new word.
- Make sentences with a new structure.

- Visualize situations when the word may be used.
- Visualize situations when the structure may be used.
- Role play situations where you would use the structure or vocabulary with your learning partner or informant.
- Describe your day to your informant/learning partner.

COMMUNICATION STRATEGIES: LISTENING

Learners use the following strategies to help themselves understand.

- Ask the speaker to say it in other words.
- Say what you understood & verify its accuracy (Do you mean that..?).
- Ask the speaker to repeat the word or sentence.
- Ask the speaker to speak more slowly.
- Ask the speaker to restate in simple terms.
- Ask questions about the content of what the speaker said.
- Ask the speaker to explain the word/sentence/phrase (What do you mean by... ?).
- Stop the speaker for an explanation.
- Repeat a word or phrase to be sure you've understood (Did you say... ?).
- Repeat the utterance up to the part you did not understand and ask (He ran around the *what* ?).
- Prepare for the conversation ahead of time with your informant.
- Concentrate very hard.
- Self-question.
- Use your background knowledge.
- Use your linguistic knowledge.
- Use the following clues to guess the meaning: key words; the part of the sentence you understand; the topic of the conversation; the purpose of the conversation; body language; intonation of the speaker; the social setting.

COMMUNICATION STRATEGIES: SPEAKING

The following are strategies language learners use to express their meaning in their new language.

- Try to imitate something you heard previously.
- Say it in other words.
- Invent a new word or expression.
- Use a word with almost the same meaning .
- Use a substitute word.
- Use gestures.
- Describe the object/event.
- Borrow a word from English & change the pronunciation.
- Translate word for word from English.
- Use a simple sentence.
- Use a structure you know.
- Use examples to explain your meaning.
- Request help.
- Stall for time.
- Decide not to talk at all.
- Change the topic.

HOW
TO DO IT

INCORPORATING LANGUAGE LEARNING STRATEGIES INTO LANGUAGE TASKS

The following suggestions were developed to provide language instructors with an awareness of useful language learning strategies and some possible techniques for presenting and practicing them in their classes, before, during, and after language tasks. These strategies can help the learner to prepare for a language task, to regulate the task or to repair breakdowns while it is underway, and afterwards to evaluate success, identify problem areas, and work on memorizing new material. These techniques apply equally to self-directed language learning after PST, and thus should be explicitly introduced and practiced during training. When teaching self-directed learning techniques, discussion of strategies will be involved for each step of the process. The strategies should include those that have been included in regular classroom instruction, and there will be new ones to fit the less structured learning situation. Trainees can brainstorm additional strategies for the different stages of the self-directed learning process.

STRATEGIES USED BEFORE A LANGUAGE TASK: PREDICTING AND PLANNING

Rationale: In order to help Trainees learn more effective ways to tackle language tasks, teachers can introduce the strategy of predicting very early in training.

Strategy 1: Predicting with Pictures

When introducing a dialog on shopping, show the Trainees a drawing of a market scene or store with a customer and a salesperson. Ask Trainees questions about the scene before presenting the dialog.

"Suppose you are in this situation. What kinds of things does this store sell? What questions will you need to ask? What kinds of answers can you expect?"

Strategy 2: What do I have to do?

- Selective attention (Ask Trainees to decide what areas they will need to listen/read for and what they can ignore.)
- Read or listen for specifics, e.g., departure time and flight numbers at airport, numbers in discussion of ages/weights.
- Anticipate words that indicate that the topic you care about is under discussion.

Strategy 3: Systematic Review

Review of relevant material before beginning new topic, e.g., review numbers for telling time or before shopping competency, past tense for telling about recent events, formulaic phrases, cultural do's and don't's.

Other Predicting Strategies:

- Identify potential problem areas (pronunciation, grammar, vocabulary limits, hard to hear announcements); What are the most important item(s) to be listen for or to produce? What are the key words, phrases, or phonetic/grammatical features you will need? (content words, numbers, etc.)
- Reflect on similar transactions, exchanges, or situations which you have experienced in the past; recall how those transactions, etc., proceeded, language used, etc.
- Play a tape recording or show a video of the event.
- Teachers can provide continued opportunities for practicing the strategies of predicting and planning when preparing Trainees for community contact assignments, host family interview tasks, or projects related to technical areas.

STRATEGIES USED DURING A LANGUAGE TASK: REGULATING AND PROBLEM-SOLVING

Strategies useful during a language task can be introduced and practiced in a language lesson by altering a familiar technique or introducing a new activity that focuses on the strategy as well as on the learning strategy.

Strategy 1: Circumlocution

Trainees play a game where one selects an item and others have to guess the fruit, country, locations, person, professions, etc., from a description that doesn't name the target item.

Strategy 2: Role Playing

Using gestures and pantomime to make meaning clear Teacher can also teach culturally appropriate gestures to indicate past time, emphasis, lack of comprehension, emotions, etc.

Strategy 3: Picture It

Trainees learn to make simple drawings/maps and requests for others to draw or make a map

Strategy 4: Make a Guess

Trainees can do listening and reading exercises that require them to draw on the context (grammatical clues, meaning, etc.) to guess the meaning of the text.

Strategy 5: Asking for explanation, verification, rephrasing or examples

The teacher deliberately uses an unfamiliar word, misstates an answer, or builds a misunderstanding into a dialog; Trainees need to learn appropriate phrases to ask for explanation, clarification, etc.

Strategy 6: Recognize turn-taking cues in conversation

Teachers include these signals in dialogs and point them out.

Strategy 7: Verifying predictions and guesses

The teacher asks students to write down likely answers to question that student will be asking (host family members, vendor, taxi driver, etc.). These are reviewed after language event to check on guesses. Analyze for possible miscommunication. Trainees predict the words they expect to hear/read in a given text or taped conversation, weather broadcast, etc. They are checked afterwards.

Strategy 8: Activate new vocabulary
Require Trainees to use new vocabulary items in practicing material in a new competency or reviewing a competency already introduced and practiced.

Other Regulating Strategies:
Several strategies that learners can use during a language task are not easily practiced in an observable way. These strategies can be introduced in a written form in English, but are not actually teachable.• Check comprehension continually ("Is this making sense?" "Do they understand me?")

- Focus on what I know how to say, including language structures, topics, etc.
- Visualize: make a mental picture/image of what you are hearing or reading.

STRATEGIES APPLIED AFTER A LANGUAGE TASK: EVALUATING AND REMEMBERING

SELF-EVALUATION STRATEGIES

Strategy 1: Feedback on the Task
- Was the goal accomplished?
- Was the task easier or more difficult than expected?
- What caused problems?
- Have Trainees ask for and give feedback to each other.

Strategy 2: debrief after a community contact assignment

Strategy 3: Journaling
Help Trainees develop language learning journals, practice their use and have Trainees keep notes in their journals:
- Describe strategies used before and during activity
- What worked?
- What will you do differently next time?

Strategy 4: summarize or list main points

Strategy 5: Look it up
Have Trainees practice using references (dictionaries, text books, etc.) to look up grammar/vocabulary items

Strategy 6: give yourself a test
Have Trainees practice making up their own tests over language tasks and activities. (fill in blanks, etc.)

MEMORIZATION TRICKS

There is a lot of memory work involved in learning a new language. Teachers can focus Trainees on specific strategies they can use to help remember grammar paradigms or vocabulary etc. These can be introduced systematically throughout the language program.

- Group new words by category.
- Move or hold real objects.
- Use more than one context.
- Work with partner to quiz on vocabulary.
- Act out/pantomime new word/phrase.
- Personalize.
- Draw a picture, write a word.
- Cognates, false cognates.

SAMPLES FROM THE FIELD

STRATEGIES FOR CONTINUING LANGUAGE LEARNING AT POST

This list of strategies was developed by Peace Corps Nepal to help Volunteers continue learning Nepali after PST.

Strategies for Continuing Language Learning At Your Post

1. You may want to post charts on conjugation and the Devanagari alphabet on a wall in your room and go through them once a day. It is vital that you keep reminding yourself and reinforcing these learning - otherwise your language will begin to slip.

2. Read simple short stories and primers to increase your comprehension. Reading will expand your vocabulary and build confidence. (Your fluency, however, will only really develop through speaking practice.) Note down the words and structures that you don't understand while reading so that you can later ask your colleagues, counterparts, and family members.

3. Take risks ! Make mistakes, but learn from them. Learn to laugh at your own mistakes and not get discouraged. If you let people know that you laugh at your mistakes, they will feel freer to laugh with you, rather than behind your back. Your willingness to be the object of a certain amount of laughter will strengthen the bonds of friendship between yourself and those whose language you are learning.

4. Guessing is a very important part of foreign language learning. Even very advanced learners have to rely on guessing (learning from context). Your guesses and assumptions may prove incorrect, but the number of correct guesses will improve with practice. Don't be discouraged by incorrect guesses - realize that you are learning even when you are not totally correct. Keep trying and forcing yourself to make guesses rather than giving up as you follow the flow of a native speaker's conversation. The more you try, the better you will get. After some practice, you will probably find that it is not necessary to understand the meaning of every word or phrase in order to understand the message. Learn to treat uncertainty as part of your learning process.

5. Errors are a natural and necessary part of language learning. The learner who makes no errors makes no progress. Keeping a record of your errors in your language notebook will help you to remember and learn from your mistakes. Recognizing errors is the first step in minimizing them.

6. Since you are responsible for your own learning, you also need to encourage and reward yourself when you make progress (You won't have the benefit of positive, supportive feedback from training staff). Pay attention to your successes in learning and communicating and recognize your own progress. Build your confidence by self-acknowledgment: "I understood nearly everything my co-worker said today !", or "Even Hajur Amaa understood me !" are important steps in language building.

7. Keep a simple journal in Nepali. If you can explain to yourself in simple writing what is happening to you on a daily basis, you are on the road to real conversational fluency. A Nepali journal is a terrific milestone record of your progress and forces you to find ways to express your intimate thoughts, feelings and experiences in Nepali. If also allows you to practice your Nepali without the pressure of someone standing in front of you trying to decipher your meaning. Writing to yourself regularly allows you to try new words and structures without worrying about errors.

8. Spend time talking to children. They can be the best language learning resources around. Enjoy it. Make conversations fun. You'll get no argument from the kids about it, and you are very unlikely to hurt anyone's feelings.

9. Make sure you spend a few hours every day talking with local people with whom you feel comfortable. Seek them out. Listen to their concerns, problems, needs, etc. Try to follow their conversations and keep track of how much you understand - 10%; 40%, 70%.

10. Look for peoplewho earnestly wants to improve their English and force them to speak English to you as you speak to them in Nepali.

11. Initiate and try to control conversations. Waiting for others to start conversations with you guarantees that you lose control over the content of the conversation from the outset.

12. Organize your language notebook and update and review it. It won't do you any good if you don't use it.

13. Use your question formulating skills to get the information you need. Asking the wrong question enhances your chances of becoming frustrated by an off track and hard to understand answer.

14. In addition to the resources you received in training, there are other resources that you may want to consider purchasing for yourself, e.g., *Intermediate Structured Nepali*, the Mathews book, and *Where Do I Go From Here*, may be of some help to some of you.

15. Take charge of your language learning. Check with the Training Office for additional support if you find you own efforts are not taking you anywhere. The Training Office will consider reimbursing local language informants/teachers/trainers, and, if none seem available, will also consider sending out a Peace Corps trainer to train someone in your area to help you.

16. The Training Office has additional resource materials available for other languages and dialects used in Nepal. However, it is advisable for you to get to a point where you feel comfortable in Nepali before embarking on learning a new language.

17. The Training Office will schedule a Language In-Service Training (LIST) for you between four and eight months after your swearing-in. A needs assessment will be conducted beforehand, and you are strongly encouraged to take a careful and analytical approach in responding to the survey. Tell us what you need to be able to say and where you are encountering difficulties. Your IST will be targeted on the basis of the responses of all the people in your training group. Make sure your voice and your needs are heard.

18. Be assertive, optimistic, diligent and patient in your efforts and your language will steadily improve.

Language

Volunteers are encouraged to actively continue language learning. The Training Office will schedule a Language In-Service Training for first year PCVs between 4 and 8 months after swearing-in. The Training Office can also make available resource materials for continued self-directed learning in Nepali and its dialects (Bajhangi, Baitedeli, Jumli, Doti, etc.) as well as Hindi, Bhojpuri, Abadhi, Rai, Limbu, Tamang, Gurung, etc., provide suggestions for preparing and using local people as language trainers, and help PCVs develop targeted and effective individual language learning strategies.

Volunteers are encouraged to discuss their particular language needs with the Training Office. As a general suggestion, PCVs should create a language learning plan that starts with the immediate communication needs of the PCV. Based on those needs, a strategy that includes self-directed study using resource materials, solicits specific help from Nepali on-the-job colleagues, and maximizes the involvement of those in the local community in a planned and structured way, has the highest chance of success. With the prior approval of the Training Office, PCVs can be reimbursed for language trainer costs using a local language informant/ trainer. As a last resort, and with the Program Officer's approval, the Training Office will consider hiring a language trainer to send out to post for temporary support and on-site resource and strategy building, including providing brief training to local language trainers/informants.

All Volunteers will be tested for language proficiency in Nepali, based on the language competency objectives set forth and shared with Trainees, at the end of Pre-Service Training. Volunteers who are about to COS and desire a certification of language proficiency in Nepali are encouraged to contact the Training Office to arrange for a proficiency interview.

SAMPLE SESSION PLAN

LANGUAGE LEARNING STRATEGIES TRAINING SESSION (USING SILL)

OBJECTIVES

- To briefly summarize and review language learning activities which have been used during the pre-service training language program
- To give the Trainees an opportunity to identify specific preferred language learning activities
- To allow the Trainees to begin thinking how they can best approach the language learning task on a personal level

MINIMUM TIME

90 minutes

ACTIVITIES DESCRIPTION

Introduction to the Session (5 mins.)
The facilitator greets the Trainees and introduces the title and goals of the session. The facilitator defines "Language Learning Styles" and then invites Trainees participation by asking "Why do you think it might be useful/important to take a language learning styles survey?" Briefly summarize the Trainees responses and add that: 1. so far during PST the Trainees have been exposed to various activities which are based on appealing to different learning styles; and 2. the goal now is to get the Trainees thinking specifically about their learning habits with the purpose of increasing the effectiveness of their study of Hungarian, especially in preparation for the time when PST ends and they go to their posts.

Introduction to the Survey (5 mins.)
The facilitator distributes a copy of the SILL [NOT the interpretation sheets at this time!] to each Trainee. The facilitator briefly describes the format of the survey/quiz and explains how the survey is completed. The facilitator reminds the Trainees that there are no inherently right or wrong answers. The facilitator also emphasizes that

it is important for the Trainees to answer all questions based on what they actually do, NOT based on what they think they should do or what "seems like a good idea."

Survey Completion (20 mins.)

The facilitator tells the Trainees to begin answering the questions and that they have approximately 20 minutes to complete the "test." The Trainees are reminded that they can ask questions of clarification of the facilitator at any time.

Survey Results/Analysis (45 mins.)

The Trainee are asked to calculate their score totals and to figure out the averages for the test. The facilitator then distributes the profile sheets and asks the Trainees to transfer their scores (averages) to the profile sheet. The facilitator then calls the Trainees attention to the "Key to Understanding . . ." and briefly reviews/explains, giving one or two examples from his/her own test; briefly explain the correlation between the "strategies" and the "average scores." The facilitator then graphs his/her answers, and asks the Trainees to do the same. The facilitator calls the Trainees attention to the "What These Averages Mean to You" section, adding explanations where needed.

- The facilitator reminds the Trainees that all of the questions and the profile explanations identify potentially useful langauge learning strategies (give examples from the questions and profiles). Advise the Trainees to review the questions and the profile in order to find out suggestions which they can try applying in order to increase their ability to learn more Hungarian language. Remind the Trainees that they have been practicing many of these strategies during the PST (elicit specific examples from the Trainees).
- The facilitator calls the Trainees attention to an interesting "fact": If they felt as though they wanted to or should have given a higher score to some of the questions, then it may indicate that they are already aware of and that they recognize that the technique may be useful. The Trainees should be encouraged to experiment with all of these strategies as they continue to learn Hungarian.

Questions (10 mins.)

The Trainees are given the opportunity to ask whatever questions they may have.

Conclusion (5 mins.)

The facilitator concludes the session by reminding the Trainees that they should try not to "prejudge" any of the techniques; they should, on the other hand, attempt to experiment with all of them, and to then decide if the strategies appeal to them.

HANDOUTS/ VISUALS

(SILL) Strategy Inventory for Language Learning, including scoring sheet and interpretations

SESSION NOTES FOR THE SILL TRAINING SESSION

You may wish to use this "Facilitator Script" on connection with the SILL lesson plan.

The first session this afternoon will focus on learning strategies. The main goals of the session are: to help you to identify or clarify your present learning strategies and preferences, and to make you aware of other potentially useful language learning strategies that you can try out.
The first step is to take a strategies survey; after you have taken the survey, we will spend some time looking at the results and discussing the various strategies.
[distribute the survey now] [distribute ONLY the survey w/score sheet at this time; do not give out the Profile of Results (yet)]
This is a survey entitled the "Strategy Inventory for Language Learning." There are 80 questions which you rank on a scale of 1 to 5, according to your present use of specific language learning strategies and techniques. The survey will be most useful if you take care to answer according to what you actually do; you should NOT mark your answers according to what you think might or might not be a good idea. Again, the goal here is to help determine efforts you currently make in order to increase your learning capacity. There are no inherently right or wrong answers. Mark your scores on the sheet provided; when everyone is finished, we will examine and interpret your scores. If you have any questions, please do not hesitate to ask.
[allow 20 minutes to answer the questions]
Now, calculate your results by adding the scores according to the columns indicated. Figure out your average score for each column (section). Also calculate your overall average by adding up the six SUM totals and dividing by 80, the number of questions in the survey.
[distribute the Profile of Results]
Now transfer your averages to the Profile of Results: write your AVERAGE SCORE from each section to the corresponding section on the Profile. The profile of results gives six general categories into which language learning strategies can be divided; specific learning activities/strategies are listed for each category. Using these strategies can have a positive influence on your language study. Before we look at the results, let's clarify something which is rather important: What do these scores NOT tell us. (whether or not we can learn a language) That's correct. These scores cannot be used to predict if or how well you will learn a language. Your overall average score indicates very generally to what degree you make use of language learning strategies. Your average scores for each section indicate to what degree you currently use the specific strategies listed for that section. The higher your score, the more often you probably make use of the strategies. A low score in any category can be taken as a suggestion to actively attempt to apply the other kinds of language learning strategies. You can review both the questions from the survey and the strategy categories and related activities in order to identify those with which you can experiment in trying to increase your ability to master the language.
Let's look now at the individual categories. [name each category and cite some example strategies from the profile] Can anyone give a specific example of how they apply one or more of these activities? Try to think of instances from your language classes or other times you were studying [----]. Can you identify specific activities relating to the strategies which you have found to be quite useful from your PST? [The facilitator should be prepared to identify some of the strategy-specific activities which have been included thus far in the PST.]
Can you suggest any other activities, based on the survey and which you have not yet tried, which could be useful? Do you have any questions about the points raised in the survey or during the discussions? I hope that the session has provided an opportunity for you to examine somewhat your language learning habits, and to suggest things with which you can experiment, both during the rest of PST and again once you arrive at your post. I encourage you to try out some of those strategies which you may not use, even if you don't think right now that they sound very useful. You may find that they are in fact useful to you or you may even find other ways of applying the strategies.

Strategy Inventory for Language Learning (SILL)
Version for English Speakers Learning a New Language
Rebecca Oxford, 1989

Directions
The Strategy Inventory for Language Learning (SILL) is designed to gather information about how you, as a student of a foreign or second language, go about learning that language. On the following pages, you will find statements related to learning a new language. Please read each statement. On the separate answer sheet, mark the response (1, 2, 3, 4, or 5) that tells how true the statement is in terms of *what you actually do when you are learning the new language.*

1. **Never or almost never true of me**
2. **Generally not true of me**
3. **Somewhat true of me**
4. **Generally true of me**
5. **Always or almost always true of me**

Never or almost never true of me means that the statement is very rarely true of you; that is, you do the behavior which is described in the statement only in very rare instances.
Generally not true of me means that the statement is usually not true of you; that is, you do the behavior which is described in the statement less than half the time, but more than in very rare instances.
Somewhat true of me means that the statement is true of you about half the time; that is, sometimes you do the behavior which is described in the statement, and sometimes you don't, and these instances tend to occur with about equal frequency.
Generally true of me means that the statement is usually true of you; that is, you do the behavior which is described in the statement more than half the time.
Always or almost always true of me means that the statement is true of you in almost all circumstances; that is, you almost always do the behavior which is described in the statement.

Use the separate Worksheet for recording your answers and for scoring. Answer in terms of how well the statement describes you, not in terms of what you think you should do, or what other people do. Answer in reference to the language you are now learning (or the language you most recently learned). There are no right or wrong responses to these statements. Work carefully but quickly. You will score the SILL yourself using the attached Worksheet. On the Worksheet, write your name, the date, and the language learned.

Example

1. Never or almost never true of me
2. Generally not true of me
3. Somewhat true of me
4. Generally true of me
5. Always or almost always true of me

Read the item and choose a response (1 through 5 as above) and write it in the space after the item.

I actively seek out opportunities to talk with native speakers of the new language.

____

Your have just completed the example item. Answer the rest of the items on the Worksheet.

Strategy Inventory for Language Learning (SILL)

1. **Never or almost never true of me**
2. **Generally not true of me**
3. **Somewhat true of me**
4. **Generally true of me**
5. **Always or almost always true of me**

(Write answers on Worksheet)

Part A

When learning a new word...

1. I create associations between new material and what I already know.
2. I put the new word in a sentence so I can remember it.
3. I place the new word in a group with other words that are similar in some way (for example, words related to clothing or feminine nouns).
4. I associate the sound of the new word with the sound of a familiar word.
5. I use rhyming to remember it.
6. I remember the word by making a clear mental image of it or by drawing a picture.
7. I visualize the spelling of the new word in my mind.
8. I use a combination of sounds and images to remember the new word.
9. I list all the other words I know that are related to the new word and draw lines to show relationships.
10. I remember where the new word is located on the page or where I first saw or heard it.
11. I use flash cards with the new word on one side and the definition or other information on the other.
12. I physically act out the new word.

When learning new material...

13. I review often.
14. I schedule my reviewing so that the review sessions are initially close together in time and gradually become more widely spread apart.
15. I go back to refresh my memory of things I learned much earlier.

1. **Never or almost never true of me**
2. **Generally not true of me**
3. **Somewhat true of me**
4. **Generally true of me**
5. **Always or almost always true of me**

(Write answers on Worksheet)

Part B

16. I say or write new expressions repeatedly to practice them.
17. I imitate the way native speakers talk.
18. I read a story or dialogue several times until I can understand it.
19. I revise what I write in the new language to improve my writing.
20. I practice the sounds or alphabet of the new language.
21. I use idioms or other routines in the new language.
22. I use familiar words in different combinations to make new sentences.
23. I initiate conversations in the new language.
24. I watch TV shows or movies or listen to the radio in the new language.
25. I try to think in the new language.
26. I attend and participate in out-of-class events where the new language is spoken.
27. I read for pleasure in the new language.
28. I write personal notes, messages, letters, or reports in the new language.
29. I skim the reading passage first to get the main idea, then I go back and read it more carefully.
30. I seek specific details in what I hear or read.
31. I use reference materials such as glossaries or dictionaries to help me use the new language.
32. I take notes in class in the new language.
33. I make summaries of new language material.
34. I apply general rules to new situations when using the language.
35. I find the meaning of a word by dividing the word into parts which I understand.
36. I look for similarities and contrasts between the new language and my own.
37. I try to understand what I have heard or read without translating it word-for-word into my own language.
38. I am cautious about transferring words or concepts directly from my language to the new language.
39. I look for patterns in the new language.
40. I develop my own understanding of how the language works, even if sometimes I have to revise my understanding based on new information.

1. Never or almost never true of me
2. Generally not true of me
3. Somewhat true of me
4. Generally true of me
5. Always or almost always true of me

(Write answers on Worksheet)

Part C

41. When I do not understand all the words I read or hear, I guess the general meaning by using any clue I can find, such as clues from the context or situation.
42. I read without looking up every unfamiliar word.
43. In a conversation, I anticipate what the other person is going to say based on what has been said so far.
44. If I am speaking and cannot think of the right expression, I use gestures or switch back to my own language momentarily.
45. I ask the other person to tell me the right word if I cannot think of it in a conversation.
46. When I cannot think of the correct expression to say or write, I find a different way to express the idea; for example, I use a synonym or describe the idea.
47. I make up new words if I do not know the right ones.
48. I direct the conversation to a topic for which I know the words.

Part D

49. I preview the language lesson to get a general idea of what it is about, how it is organized, and how it relates to what I already know.
50. When someone is speaking the new language, I try to concentrate on what the person is saying and put unrelated topics out of my mind.
51. I decide in advance to pay special attention to specific language aspects; for example, I focus on the way native speakers pronounce certain sounds.
52. I try to find out all I can about how to be a better language learner by reading books or articles, or by talking with others about how to learn.
53. I arrange my schedule to study and practice the new language consistently, not just when there is the pressure of a test.
54. I arrange my physical environment to promote learning; for instance, I find a quiet, comfortable place to review.
55. I organize my language notebook to record important language information.
56. I plan my goals for language learning, for instance, how proficient I want to become or how I might want to use the language in the long run.
57. I plan what I am going to accomplish in language learning each day or each week.
58. I prepare for an upcoming language task (such as giving a talk in the new language) by considering the nature of the task, what I have to know, and my current language skills.
59. I clearly identify the purpose of the language activity; for instance, in a listening task I might need to listen for the general idea or for specific facts.
60. I take responsibility for finding opportunities to practice the new language.
61. I actively look for people with whom I can speak the new language.
62. I try to notice my language errors and find out the reasons for them.
63. I learn from my mistakes in using the new language.
64. I evaluate the general progress I have made in learning the language.

1. Never or almost never true of me
2. Generally not true of me
3. Somewhat true of me
4. Generally true of me
5. Always or almost always true of me

(Write answers on Worksheet)

Part E

65. I try to relax whenever I feel anxious about using the new language.
66. I make encouraging statements to myself so that I will continue to try hard and do my best in language learning.
67. I actively encourage myself to take wise risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes.
68. I give myself a tangible reward when I have done something well in my language learning.
69. I pay attention to physical signs of stress that might affect my language learning.
70. I keep a private diary or journal where I write my feelings about language learning.
71. I talk to someone I trust about my attitudes and feelings concerning the language learning process.

Part F

72. If I do not understand, I ask the speaker to slow down, repeat, or clarify what was said.
73. I ask other people to verify that I have understood or said something correctly.
74. I ask other people to correct my pronunciation.
75. I work with other language learners to practice, review or share information.
76. I have a regular language learning partner.
77. When I am talking with a native speaker, I try to let him or her know when I need help.
78. In conversation with others in the new language, I ask questions in order to be as involved as possible and to show I am interested.
79. I try to learn about the culture of the place where the new language is spoken.
80. I pay close attention to the thoughts and feelings of other people with whom I interact in the new language.

pt. A

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______

______ SUM

÷ 15 = ______

pt. B

16. ______
17. ______
18. ______
19. ______
20. ______
21. ______
22. ______
23. ______
24. ______
25. ______
26. ______
27. ______
28. ______
29. ______
30. ______
31. ______
32. ______
33. ______
34. ______
35. ______
36. ______
37. ______
38. ______
39. ______
40. ______

______ SUM

÷ 25 = ______

pt. C

41. ______
42. ______
43. ______
44. ______
45. ______
46. ______
47. ______
48. ______

______ SUM

÷ 8 = ______

pt. D

49. ______
50. ______
51. ______
52. ______
53. ______
54. ______
55. ______
56. ______
57. ______
58. ______
59. ______
60. ______
61. ______
62. ______
63. ______
64. ______

______ SUM

÷ 16 = ______

pt. E

65. ______
66. ______
67. ______
68. ______
69. ______
70. ______
71. ______

______ SUM

÷ 7 = ______

pt. F

72. ______
73. ______
74. ______
75. ______
76. ______
77. ______
78. ______
79. ______
80. ______

______ SUM

÷ 9 = ______

SUM col. A ______
SUM col. B ______
SUM col. C ______
SUM col. D ______
SUM col. E ______
SUM col. F ______

÷ 80 = ______

Profile of Results on the Strategy Inventory for Language Learning (SILL)

You will be given this Profile after you have completed the Worksheet for Answering & Scoring the Strategy Inventory for Language Learning (SILL). This Profile will summarize your results on SILL and show thekind of strategies you use in learning a new language. Please note that there are no right or wrong answers and no "best" average scores for each part, since people learn languages differently. To complete this Profile, transfer your averages for each part of the SILL, and for the whole SILL, from the Worksheet.

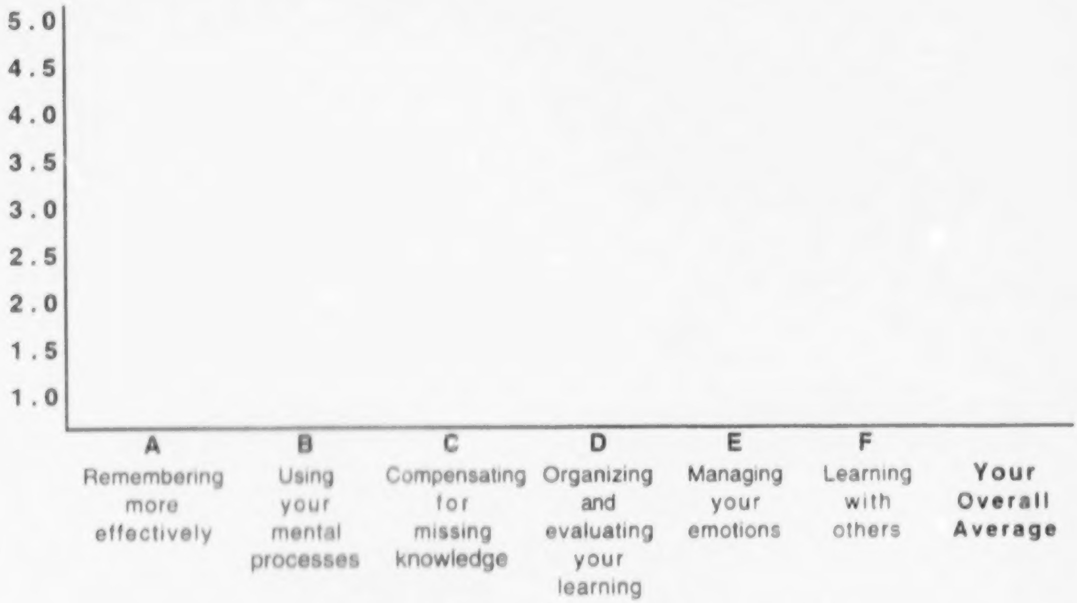
Part	*What Strategies Covered*	*Your Average on This Part*
A.	Remembering More Effectively: Grouping; making associations; placing new words into a context to remember them; using imagery, sounds, sound-and-image combinations, actions, etc. in order to remember new expressions; reviewing in a structured way; going back to review earlier material.	----------
B.	Using Your Mental Processes: Repeating; practicing with sounds & writing systems; using formulas & patterns; recombining familiar items in new ways; practicing the new language in a variety of authentic situations involving the four skills (listening, reading, speaking, and writing); skimming & scanning to get the idea quickly; using reference resources; taking notes; summarizing; reasoning deductively (applying general rules); analyzing expressions; analyzing contrastively via comparisons with another language; being cautious about word-for-word translating and direct transfers from another language; looking for language patterns; adjusting your understanding according to new information.	----------
C.	Compensating For Missing Knowledge: Using all possible clues to guess the meaning of what is heard or read in the new language; trying to understand the overall meaning and not necessarily every single word; finding ways to get the message across in speaking or writing despite limited knowledge of the new language; for instance, using gestures, switching to your own language momentarily, using a synonym or description, coining new words.	----------
D.	Organizing & Evaluating Your Learning: Overviewing & linking with material you already know; deciding in general to pay attention; deciding to pay attention to specific details; finding out how language learning works; arranging to learn (schedule, environment, notebook); setting goals and objectives; identifying the purpose of a language task; planning for a language task; finding practice opportunities; noticing & learning from your errors; evaluating your progress.	----------
E.	Managing Your Emotions: Lowering your anxiety; encouraging yourself through positive statements; taking risks wisely; rewarding yourself; noting physical stress; keeping a language diary; talking with someone about your feelings/attitudes.	----------
F.	Learning With Others: Asking questions for clarification or verification; asking for correction; cooperating with peers; cooperating with proficient users of the new language; developing cultural awareness; becoming aware of other's thoughts and feelings.	----------

Key to Understanding Your Averages

High	Always or almost always used	4.5 to 5.0
	Generally used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

Graph Your Averages Here

If you want, you can make a graph of your SILL averages. What does this graph tell you? Are you very high or very low on any part?



What These Averages Mean to You

The overall average indicates how frequently you use language learning strategies in general. The averages for each part of the SILL show which groups of strategies you tend to use the most in learning a new language. You might find that the averages for each part of the SILL are more useful than your overall average.

Optimal use of language learning strategies depends on your age, personality, stage of language learning, purpose for learning the language, previous experience and other factors. Nevertheless, there may be some language learning strategies that you are not yet using which might be beneficial to you.

OVER
VIEW

SELF-STUDY LESSONS FOR PST

The following six lessons are written for PST language instructors to use during PST as part of the language training program. They will serve as models for Volunteers to use when they are in their sites and preparing their own self-study learning plans. Using these lessons as a model, the trainers can write additional lessons that the Trainees can do on their own. In addition, the language trainers can help the Trainees learn how to write their own self-study lessons.

The first two lessons are meant to be done in order, at the beginning of PST. The others can be used in any order, according to what makes sense in relation to what's happening in the rest of the training program. However, Mapping and Buying Things are best suited for use at a training site, and Family Tree and Learning a Craft will work well once Trainees have moved in with host families or during a village stay portion of training.

- **Introductory Lesson**
- **Observation**
- **Mapping**
- **Buying Things**
- **Family Tree**
- **Learning a Craft**

SAMPLE SESSION PLAN

INTRODUCTORY ACTIVITY TO PST: SELF-STUDY LESSONS

OVERVIEW DESCRIPTION

Trainees reflect on an independent learning experience in their past (not a language learning experience) in order to identify key elements in any independent learning situation.

PURPOSE

To introduce the Volunteers to the concept of self-study learning and to help them see that they have already had many successful experiences learning things on their own.

STEPS

1. Trainer asks Trainees to choose a time in their past when they learned something on their own (give examples such as learning to ride a bicycle as a child; learning to play the piano; learning a sport). Tell them this can anything that they learned on their own outside a classroom, but it cannot be a language. Give them a few minutes to choose the situation.

2. Ask them to write down the answers to the following questions. 10 minutes.
- What did you try to learn?
- How did you learn it?
- How successful were you?
- What role did other people play in your learning, if any?
- Why did you decide to learn it alone?
- What helped your learning?
- What hindered your learning?

3. Trainees share in pairs their independent learning experiences. 10 minutes.

4. With the whole class, ask each pair to tell the others what topic they talked about the most

5. General discussion—ask the Trainees:

- What did you learn about learning on your own from doing this exercise?
- What general themes do you see running through the answers to the above question? [Have one of the Trainees make a list on a large piece of paper or the blackboard.] The kinds of answers you're looking for relate to learning by doing, learning by getting help from other people, making clever use of the materials and resources at hand, organizing and planning the learning, assessing their progress, their motivation and how it affected their learning.
- What questions and/or concerns are you left with about learning on your own? [Make a list of them on a large piece of paper, if possible, and keep them posted in the classroom for the Trainees to see and look for answers to during the rest of PST.]
- Show Trainees the "Learning Plan in a Nutshell" and help them connect the learning process they went through with this way of conceptualizing and describing it:

The Plan in a Nutshell

1. Decide what you want to learn.
2. Develop a lesson.
   Check for accuracy.
3. Practice the lesson.
4. Use it.
5. Evaluate.
   Plan your next lesson.

SAMPLE SESSION PLAN

OBSERVATION

OVERVIEW DESCRIPTION

The Trainees take an excursion as observers into the area near the training site. They return to the classroom to share their observations with their classmates and to discuss what they learned from the experience about the culture and language.

PURPOSE

This low risk activity is good to use early in the training program, perhaps as the first out-of-class experiential activity, for several reasons:

- To help the Trainees become aware of how much they can learn just by observing,
- To help them become aware of some of the differences in the new culture ,
- To help them become comfortable going out on their own.
- It also serves the linguistic objective of helping the Trainees learn and practice descriptive adjectives and structures used in describing objects.

CLASSROOM PREPARATION

1. Explain to the students that they will each take a 15 minute walk outside the training site. During their walk they must choose one thing to describe to the class when they return. Suggest that they choose something that is different or not found in the U.S.

2. Distribute a paper with a series of questions (in English) to consider, such as:
- What is it?
- How big is it?
- What shape is it?
- What color is it?
- How much does it weigh?
- Is it always this size, shape, and color?
- Where is it usually found?
- Is it part of something else?
- Is it alive?

- Does it move?
- What does it look like?
- What is it used for?Follow this procedure:

(a) Have the Trainees read the questions and brainstorm adjectives and expressions that can be used for descriptions. Record these on the board in English.

(b) then write the target language on the board, but have the *Trainees* tell *you* the word —you tell them only when they can't get it themselves or when they are wrong (it is important for them to learn how to figure things out for themselves and how to help each other)

3. Remind the students that initially they should observe in order to get objective and descriptive data about what they see. Later, when they return to class, they can analyze their observations and express their opinions.

4. Now ask the Trainees what they will say if somebody asks them who they are and what they are doing. If they haven't already learned how to say these things, help them to learn a few—and don't forget to remind them of a magic phrase or two that will help them end a conversation politely if they begin to feel they can't understand anything and have lost control of the situation. For example:
Hello.
My name is _____.
I'm trying to learn _______.
I'm doing an assignment for my language class.
Can you tell me the ______ word for X?
I'm a Peace Corps Volunteer.
Thank you very much.
Sorry, I have to go back to class now.

5. Ask them if they feel ready—give short answers to any last minute questions they might have. Give them a pep talk about how much fun they're about to have on this big adventure and how easy it's going to be.

GOING OUT AND DOING IT

Send the Trainees off with their guideline questions and tell them to return at a specified time. Send them off in different directions to ensure that they work by themselves.

BACK IN THE CLASSROOM (LEARNING FROM THE EXPERIENCE)

Most likely the Trainees will come back excited about what they observed. Your job is to help them talk about what they observed in a way that will help them learn as much as possible from the experience about the language and the culture and about the value of developing skills in observation. Here are some ideas:

LANGUAGE EXPLORATION ACTIVITIES

- Start by giving the Trainees about fifteen minutes to review their notes and to write in their journal a detailed description of the object. Tell them to write down anything that happened that surprised them, and new questions they have about the language and culture. Also have them include in their journal any communication they had with people they saw or met during their observation. If they can use the language to write any of their observations, have them do so, but allow them to use English. The important point here is to get down their observations in either language.
- In pairs, the students read their descriptions to each other without naming the object. Through questioning (probably in English), each student tries to guess what the other's object is.
- In the large group (using English is okay), each student describes her object without referring to her written description. The other students guess what the object is.
- Post the written descriptions in the classroom for the students to read.
- Have the Trainees write the name of the object in Kiribati next to the description.

CULTURAL EXPLORATION ACTIVITIES

Ask each student to describe in English how they think the object reflects the host country culture and how it differs from what might be found in the U.S. At this point, you can ask other students their opinions and you can help answer any questions.

ABOUT HOW THE TRAINEES LEARNED

Ask the Trainees to think about how they did their observations. Did they walk around and talk with people? Did they stay in one place and quietly and unobtrusively observe? How did they feel while they were observing? What helped or hindered their ability to observe the object objectively? How did their own cultural biases affect the conclusions they drew about their object? Ask them how they used their language notebooks; have them share with each other what they wrote down and why as well as suggestions for using the notebook in the future.

FOLLOW UP

- Draw pictures of the object, label it with as many vocabulary words as possible and post the pictures in the classroom.
- Have the Trainees list new words in their notebooks that describe objects. Have them write questions that they might ask a native speaker in order to get more information.

SAMPLE SESSION PLAN

MAPPING

OVERVIEW DESCRIPTION

The Trainees go in pairs to one of the three main sections of town to draw a map of the area. They return to the classroom to show their maps to their classmates and to discuss what they learned from the experience about the culture and language.

PURPOSE

This is a low-risk activity for helping the Trainees become comfortable with going out on their own and communicating with strangers in the language. In addition to speaking and hearing the language in a real situation, they will have a first-hand experience with cultural differences related to how people interact in public and how they build and use their towns.

CLASSROOM PREPARATION

1. Tell the Trainees that today they will be going to one of the three main sections of Town, to gather information for drawing a map of the place when they go to. Each class will send at least two representatives to each place, who will work as a team. Each team's job will be to gather the information it needs to draw a map of its assigned area, complete with all streets and major buildings, properly labeled in the language. At a specified time, everyone will return to the classroom to report to their classmates and present their maps. (This means that each language class will end up with a map of and a report on each of the three places.)

2. Once the Trainees understand the general idea, your job is to help them gain confidence in their ability to go out and do this task. Mainly, this means you will help them learn the words and phrases they need to get the information to draw their maps and to explain what they are doing. They will also want to know how to begin and end their conversations with the people they will be meeting in a culturally appropriate manner—that is, politely.

Follow this procedure:

(a)Ask the Trainees what questions they want to be able to ask, to accomplish the task, and write the questions on the board in English For example

What building is that?

What's the name of this street?

Does that building have a name?

How do you spell that?

(b) Then write the word on the board, but have the *Trainees* tell *you* the word—you tell them only when they can't get it themselves or when they are wrong. (It is important for them to learn how to figure things out for themselves and how to help each other.)

(c) Make a list on the board of the words and phrases the Trainees think they might hear as answers to these questions and then write the vocabulary, as you did with the questions, above. For example:

That's the Bank of Australia.

This is Main Street.

port

wharf

hardware store

school

church

college

grocery store

the Ministry of ________________.

3. Help the Trainees learn how to ask the questions easily, fluently. You might start with some simple repetition drills, for example, and then let them practice saying them to each other, in pairs. The idea is for them to get to the point where they can make these new combinations of sounds and intonation patterns without stumbling. If they can do this in the classroom, with you, it will help give them the confidence they need to go out and do the task.

Then have them role-play a conversation with you and in pairs, with their classmates. This is to help them practice saying their questions and practice hearing the anticipated answers. Remember that the focus is recognizing answers, not producing language. Write what they say on the board; correct and add where necessary.

4. Now ask the Trainees what they will say before they ask their question and after they have gotten an answer, to end the exchange. Also, ask them what they will say if somebody asks them who they are and what they are doing. At this point in the training program they probably have already learned how to say these things. Help them to choose the best ones for this particular situation—and don't forget to remind them of a magic phrase or two that will help them end a conversation politely if they begin to feel they can't

understand anything and have lost control of the situation. For example:

Excuse me.
May I ask you a question?
Hello.
Will you help me, please?
Can you spell that, please?
I'm trying to learn ________.
I'm trying to draw a map of __________ to show to my friends.
I'm a Peace Corps Volunteer.
Thank you very much.
Sorry, I have to go back to class now.

5. Ask them if they feel ready—give short answers to any last minute questions they might have. Give them a pep talk about how much fun they're about to have on this big adventure and how easy it's going to be. Remind them they have enough of the language to do the job and they have a partner with them to help. Tell them it's normal to feel a little anxious at a time like this. What's important is to maintain a sense of humor and look forward to surprises. Make it a challenge by telling them something like, "You are all ace language detectives and I'm sending you out to crack the secret code the people here use. Good luck!" Then, tell them to take a deep breath and go do it.

GOING OUT AND DOING IT

Send the Trainees out in pairs to their assigned towns. They can go by bus or you can drop them off in the Peace Corps vehicles, whichever suits your needs better. Make sure they take a notebook for writing down new things they hear and experience, and for drawing the map. Tell them how long they have for the task and when you expect them back. Allow enough time for them to get there and back, and to have at least an hour there to do the job. You might prepare them and send them out in the morning and have them return in the afternoon.

BACK IN THE CLASSROOM (LEARNING FROM THE EXPERIENCE)

Most likely the Trainees will come back excited about the experience, full of new and interesting things that happened to them. Your job is to help them talk about it in a way that will help them learn as much as possible from the experience about the language and the culture. Here are some ideas:

LANGUAGE EXPLORATION ACTIVITIES

- Start by giving them about fifteen minutes to write down in their notebooks the new words and phrases they heard, things that happened that surprised them, and new questions they have about the language and culture.
- Give each pair of Trainees a large sheet of paper and have them draw their map, complete with the names of

the streets and buildings. At this time, don't help them by making corrections or giving additional information.

- Post the three maps (there should be one each for each section of town) and let the Trainees walk around and look at them. Have them gather in front of each map, in turn, and have the people who drew it explain what is there. Invite the others to ask questions about the language (vocabulary, pronunciation, grammar). When a question is asked, see if one of the Trainees can answer it. If no one can answer it, then you give a short answer. Allow time for the Trainees to add names to their own maps or make other changes based on the discussions with the other groups.

CULTURAL EXPLORATION ACTIVITIES

- Now turn the Trainees' attention to the cultural aspects of the experience. Ask them what it was like doing the exercise. How did you feel? Embarrassed? Silly? Nervous? What was the reaction of the people you talked to? Did they say or do anything that surprised, angered, confused or frustrated you? How did their behavior and manner compare with the people where you come from? How did the layout of the town and the size, shape and function of the buildings compare with where you come from? Similarities? Differences? What do you think about these differences? What does the presence or absence of certain things say about the culture?

ABOUT HOW THE TRAINEES LEARNED

- Ask the Trainees to think about how they learned what they learned by doing this activity. Ask them how they liked learning outside the classroom on their own. Have them share the techniques that worked best for them. Have them talk about how they overcame their fear and nervousness. Ask them how they used their language notebooks. Have them share with each other what they wrote down and why, as well as suggestions for using the notebook in the future.

FOLLOW UP

- Keep the maps on the wall in the classroom. As the Trainees learn more about the towns, they can add to the maps. They can also use them for practicing giving directions and describing locations.
- Have the Trainees list the new words in their notebooks and write for five minutes about what they learned about towns and any reactions they had to asking a person for information.
- Bring all three classes together and have them compare their maps and how they went about doing the activity.

SAMPLE SESSION PLAN

BUYING THINGS

OVERVIEW DESCRIPTION

This lesson can be done near the training site or during site visits. The Trainees go in pairs to a store to buy a food item in preparation for preparing a group meal. They return to the classroom to share their experiences with their classmates and to discuss what they learned from the experience about culture and language.

PURPOSE

This is an activity for helping the Trainees become comfortable with going out on their own and buying something. In addition to speaking and hearing the language in a real situation, they will have a first hand experience with the culture of shopping in the language and they can try a little socializing with the shopkeeper or another customer.

CLASSROOM PREPARATION

1. Tell the Trainees that today they will go shopping for a food item to prepare a group meal. First they will make a menu. Then the items will be divided among the pairs of students who go out to buy the items. At a specified time, everyone will return to the classroom to report to their classmates.

2. Once the Trainees understand the general idea, your job is to help them gain confidence in their ability to go out and do this task. Mainly, this means you will help them learn the words and phrases they need to buy their items and to explain what they are doing. They will also want to know how to begin and end their conversations with the people they will be meeting in a culturally appropriate manner—that is, politely.

Follow this procedure:
(a) Ask the Trainees to tell you the items they want to eat at their group meal. Write the food items on the board—in Kiribati if the Trainees know the words; if not, in English. Encourage the students to find out the names of unknown items by asking in the language: What is this called in ______? Decide as a group on the menu and then divide up the items

among the Trainees into pairs and give each pair one or two items to buy.

(b) Ask the Trainees what questions they want to be able to ask, to accomplish the task and write the questions on the board in English. For example:

Do you have (X)?
I'd like (two cans).
How much is it?
I'm buying food for a group dinner.
Hello.
Thanks. Good-bye.

(b) then write the language on the board, but have the *Trainees* tell *you* the words—you tell them only when they can't get it themselves or when they are wrong. (It is important for them to learn how to figure things out for themselves and how to help each other.)

(c) make a list on the board of the words and phrases the Trainees think they might hear as answers to these questions and then write the vocabulary , as you did with the questions, above. For example:

Yes, (we have X).
Sorry, we'll out of X.
How many do you want?
It's $X.

3. Help the Trainees learn how to say these phrases easily and fluently. You might start with some simple repetition drills, for example, and then let them practice saying them to each other, in pairs. The idea is for them to get to the point where they can make these new combinations of sounds and intonation patterns without stumbling. If they can do this in the classroom, with you, it will help give them the confidence they need to go out and do the task.

- Practice food vocabulary by using a chart with pictures of products and a price list. Have Trainees work in pairs and ask each other for the price of items.
- Play Concentration or Bingo. Practice money by having the Trainees count out real coins and bills in response to commands by you.
- Then have them role-play a conversation with you and in pairs, with their classmates. This is to help them practice saying their questions and practice hearing the anticipated answers. Remember that it is less important for them to be able to say the anticipated answers because they only have to recognize them when they hear them. Write what they say on the board; correct and add where necessary.

4. Ask the Trainees what they will say before they ask their question and after they have gotten an answer, to end the exchange. Also, ask them what they will say if somebody asks them who they are and what they are doing. At this

point in the training program they probably have already learned how to say these things. Help them to choose the best ones for this particular situation—and don't forget to remind them of a magic phrase or two that will help them end a conversation politely if they begin to feel they can't understand anything and have lost control of the situation. For example:

Excuse me.
May I ask you a question?
Hello.
Will you help me, please?
Can you spell that, please?
I'm learning Kiribati.
I'm buying food for a dinner with my friends.
I'm a Peace Corps Volunteer.
Thank you very much.
Sorry, I have to go back to class now.

5. Ask them if they feel ready—give short answers to any last minute questions they might have. Give them a pep talk about how much fun they're about to have on this big adventure and how easy it's going to be. Remind them they have enough of the language to do the job and they have a partner with them to help. Tell them it's normal to feel a little anxious at a time like this. What's important is to maintain a sense of humor and look forward to surprises. Then, tell them to take a deep breath and go do it.

GOING OUT AND DOING IT

Send the Trainees out in pairs to go shopping for their food items. Make sure they take a notebook for writing down new things they hear and experience. Tell them how long they have for the task and when you expect them back. You might prepare them and send them out in the morning and have them return in the afternoon.

BACK IN THE CLASSROOM (LEARNING FROM THE EXPERIENCE)

Most likely the Trainees will come back excited about the experience, full of new and interesting things that happened to them. Your job is to help them talk about it in a way that will help them learn as much as possible from the experience about the language and the culture. Here are some ideas:

LANGUAGE EXPLORATION ACTIVITIES

- Start by giving them about fifteen minutes to write in their language notebook. They can first review what they may already have written and then write down other new words and phrases they heard, things that happened that surprised them, and new questions they have about the language and culture.
- Give each pair of Trainees a large sheet of paper and have them write some of the language they used or heard. At this time, don't help them by making corrections or giving additional information.

- Post the papers, and let the Trainees walk around and look at them. Have them gather in front of each paper, in turn, and have the people who wrote it explain what is there. Invite the others to ask questions about the language (vocabulary, pronunciation, grammar). When a question is asked, see if one of the Trainees can answer it. If no one can answer it, then you give a short answer. Allow time for the Trainees to add or modify the language they wrote based on the discussions with the other groups.
- At this point you might want to make a master sheet of phrases that can be used to ask for the availability of an item as well as possible responses. Also begin collecting (or add to an existing list) ways to greet people. What did the Trainees hear people say as they passed them on the road?

CULTURAL EXPLORATION ACTIVITIES

Now turn the Trainees' attention to the cultural aspects of the experience.

- Ask them what it was like doing the exercise. How did you feel?
- What was the reaction of the people you talked to? Did they say or do anything that surprised, angered, confused or frustrated you? How did their behavior and manner compare with store clerks in America?
- How did the layout of the store compare with your home town? What about the items on the shelves? Prices? The way the items are displayed? How is perishable food stored? Similarities? Differences? Why are there shortages of some items? How do other customers in the store interact with each other/with you? How does the shopkeeper relate to you? Why do you think this is?

ABOUT HOW THE TRAINEES LEARNED

Ask the Trainees to think about how they learned what they learned by doing this activity. Ask them how they liked learning outside the classroom, on their own. Have them share the techniques that worked best for them. Have them talk about how they overcame their fear and nervousness. Ask them to share their notebooks. What did they write? Why? How might they use the notebooks better in the future?

FOLLOW UP

- Have the Trainees list the new words in their notebooks and write for five minutes about what they learned about Kiribati stores and any reactions they had to asking an I-Kiribati person for information.
- Bring all classes together and have them compare their shopping experiences and how they went about doing the activity. The Trainees can learn a lot from each other by talking about successful language learning strategies.
- Cook a meal together using the food the Trainees bought at the store. While cooking and eating the meal, help the Trainees to learn the words and phrases used for these activities.

SAMPLE SESSION PLAN

FAMILY TREE

OVERVIEW DESCRIPTION

This lesson is for when the Trainees are with host families. The Trainees talk with their families to find out the names of family members and their relationships. They return to the classroom to share their experiences with their classmates and to discuss what they learned from the experience about the family system.

PURPOSE

This is an activity for helping the Trainees get to know their families. In addition to learning the names of family relationships in a real situation, they will be able to share their family in the U.S. with their new family in country and learn about family structure in the new culture.

PREPARATION

ADVANCE PREPARATION

The day before this lesson, tell Trainees to bring a photo of their family to class for the next day's lesson. (If they don't have a photo, they can draw a picture.)

CLASSROOM PREPARATION

1. Tell the Trainees that today they will be finding out the Kiribati names for common family relationships by drawing a family tree of their family in the U.S. They will then share their family photos with their host families. Tomorrow, everyone will return to the classroom to report to their classmates.

2. Once the Trainees understand the general idea, your job is to help them gain confidence in their ability to go out and do this task. Mainly, this means you will help them learn the words and phrases they need to get the information about the host families and to explain what they are doing. Help them to learn how to begin and end their conversations with the people they will be meeting in a culturally appropriate manner—that is, politely.
Follow this procedure:
(a) Ask the Trainees to use their family pictures to tell the names and relationships of the people in their family.
(b) Ask the Trainees to draw their family tree and tell you

the names of the relationships. Write the terms on the board in English. Encourage the students to find out the names of these terms in the language by asking you (the trainer) in the language : Who is this? Using the family tree, have students describe their family to each other in the language: "This is my mother. Her name is Carol," etc.

(c) Ask the Trainees what questions they want to be able to ask, to accomplish the task and write the questions on the board in English. For example:

This is my family. Can you show me your family?
Who is that?
What is her name?
Is that your sister?

(d) Then write the language on the board, but have the *Trainees* tell *you* the language—you tell them only when they can't get it themselves or when they are wrong (it is important for them to learn how to figure things out for themselves and how to help each other)

(e) Make a list on the board of the words and phrases the Trainees think they might hear as answers to these questions and then write the language, as you did with the questions, above. For example:

This is my mother.
Her name is Anna.
I have three sisters and two brothers.
Tion is my oldest brother.

3. Help the Trainees learn how to say these questions easily and fluently. You might start with some simple repetition drills, for example, and then let them practice describing the family members to each other in pairs. The idea is for them to get to the point where they can make these new combinations of sounds and intonation patterns without stumbling. If they can do this in the classroom, with you, it will help give them the confidence they need to go out and do the task.

- Practice family vocabulary by doing substitution drills or by playing Concentration or Bingo. Have Trainees ask each other questions about their family members.
- Have the Trainees do an information gap with each other's family trees.
- Then have them role-play a conversation with you and in pairs with their classmates. This is to help them practice saying their questions and practice hearing the anticipated answers. Write what they say on the board; correct and add where necessary.

4. Now ask the Trainees what they will say before they ask their question and after they have gotten an answer, to end the exchange. Also, ask them what they will say if somebody asks them what they are doing or if they need to ask someone to slow down or to repeat something. At this point in the

training program they probably have already learned how to say these things. Help them to choose the best ones for this particular situation—and don't forget to remind them of a magic phrase or two that will help them end a conversation politely if they begin to feel they can't understand anything and have lost control of the situation. For example:

Excuse me.
May I ask you a question?
Will you help me, please?
Can you spell that, please?
Please repeat/speak more slowly.
I'm trying to learn _____.
Can you tell me about your family?
Thank you very much.
Sorry, I have to go back to class now.

5. Before sending the Trainees out, ask students to think for a few minutes about the following questions. Then share their answers as a group:

- When you use the word "family," whom do you include?
- What is the typical size family in the U.S.?
- Where were your parents and grandparents born?
- Is the way that your family lives and relates to each other similar to other families in the U.S.?

6. Ask them if they feel ready—give short answers to any last minute questions they might have. Give them a pep talk about how much fun they're about to have on this big adventure and how easy it's going to be. Remind them they have enough of the language to do the job and they have a partner with them to help. Tell them it's normal to feel a little anxious at a time like this. What's important is to maintain a sense of humor and look forward to surprises. Then, tell them to take a deep breath and go do it.

GOING OUT AND DOING IT

Send the Trainees to their host family homes to ask questions. Remind them to take the picture of their own family and family tree with them. Make sure they take a notebook for writing down new things they hear and experience. Tell them how long they have for the task and when you expect them back. You might prepare them and send them out in the afternoon and have them return the next morning.

BACK IN THE CLASSROOM (LEARNING FROM THE EXPERIENCE)

Most likely the Trainees will come back excited about the experience, full of new and interesting things that happened to them. Your job is to help them talk about it in a way that will help them learn as much as possible from the experience about the language and the culture. Here are some ideas:

LANGUAGE EXPLORATION ACTIVITIES

- Start by giving them about fifteen minutes to write down in their notebooks the new words and phrases they heard, things that happened that surprised them, and new questions they have about the language and culture.
- Give each Trainee a large sheet of paper and have him or her draw their host family's family tree and label the family members. At this time, don't help them by making corrections or giving additional information.
- Post the papers, and let the Trainees walk around and look at them. Have them gather in front of each paper, in turn, and have the people who wrote it explain their family members. Invite the others to ask questions about the language (vocabulary, pronunciation, grammar). When a question is asked, see if one of the Trainees can answer it. If no one can answer it, then you give a short answer. Allow time for the Trainees to add or modify the language they wrote based on the discussions with the other groups.
- At this point you might want to make a master list of family relationships. Also begin collecting (or add to an existing list) ways to control the conversation when you don't understand.

CULTURAL EXPLORATION ACTIVITIES

Now turn the Trainees' attention to the cultural aspects of the experience. Talk with them in English about the experience.

- Ask them what it was like doing the exercise. How did you feel?
- What was the reaction of the people you talked to? Did they say or do anything that surprised, angered, confused or frustrated you? How did their behavior and manner compare with the people where you come from?
- What did you learn about family relationships ? Who is considered part of the family? How does this compare with the U.S.? How do members of the family relate to each other?

ABOUT HOW THE TRAINEES LEARNED

- Ask the Trainees to think about how they learned what they learned by doing this activity. Ask them how they liked learning outside the classroom, on their own. Have them share the techniques that worked best for them. Have them talk about how they overcame their fear and nervousness. Have them share their use of language learning notebooks.

FOLLOW UP

- Have the Trainees list the new words in their notebooks and write for five minutes about what they learned about Kiribati families and any reactions they had to asking the family for information.
- Bring all classes together and have them compare their family tree experiences and how they went about doing the activity. The Trainees can learn a lot from each other by talking about successful language learning strategies.

SAMPLE SESSION PLAN

LEARNING A CRAFT

OVERVIEW DESCRIPTION

This lesson is for host family stays or site visits The Trainees go with a member of their host family to learn a skill such as weaving a mat, fishing or dancing They return to the classroom to share what they have learned with their classmates and to discuss what they learned from the experience about the culture and language.

PURPOSE

This is an activity to be used during the PST village stay. Trainees will get to know their host families better and learn a skill that will help them better understand the culture. They will also learn how to control a conversation by asking questions to get more information and they will learn how to follow the Total Physical Response steps of observe, do with someone and do alone that they can use whenever they are learning some new skill.

CLASSROOM PREPARATION

1. Tell the Trainees that they will be going with their host families to learn a common craft. Class today will prepare them for learning this craft. Then they will share what they have learned about the language and culture with their classmates in a later class session.

2. Ask the Trainees what they already know about common crafts, but don't give them much information. Instead, help them to discover things on their own with their host families.

3. Once the Trainees understand the general idea, your job is to help them gain confidence in their ability to go out and do this task. Mainly, this means you will help them learn the words and phrases they will hear and want to use while learning the skill (mat making, etc.)
Follow this procedure:
(a) Ask the Trainees what questions they want to be able to ask in order to find out how to do the craft, and write the

questions on the board in English For example:
Could you show me that again?
Like this?
What is that called?
I don't understand.
What do you do first, next...?
Please repeat.
(b) Then write the language on the board, but have the *Trainees* tell *you* the language—you tell them only when they can't get it themselves or when they are wrong. (It is important for them to learn how to figure things out for themselves and how to help each other.)

4. Help the Trainees learn how to say these questions easily, fluently. Show them how to do something (this task could be a typical cultural skill such as opening a coconut, repairing a fishing net, weaving a mat, doing a dance or any task which you can easily demonstrate in class. If they can do a task in the classroom, with you, it will help give them the confidence they need to go out and do another task with a family.

5. While you are teaching the task, have them ask the clarification questions they have just worked on This is to help them practice saying their questions and practice hearing the anticipated answers. Remember that the focus is asking for clarification and recognizing answers, not producing the explanation for how to do the craft

6. Also remind them that the family member may ask them some questions about themselves while they are learning the skill and that they may want to ask some questions to their teacher. Some possible questions and answers to work on are:
What is Peace Corps?
What is your job?
Tell me about your family.
How many (brothers, sisters) do you have?
How old are you?
How long will you stay here?
This is a good opportunity to teach or to review personal information questions both as questions and as answers.

7. Ask them if they feel ready—give short answers to any last minute questions they might have. Then send them out to learn their new craft. Remind them that it's going to be fun and easy and that they can do it.

GOING OUT AND DOING IT

Send the Trainees out with their hosts to learn a craft. Make sure they take a notebook for writing down new things they hear and experience.

BACK IN THE CLASSROOM (LEARNING FROM THE EXPERIENCE)

Most likely the Trainees will come back excited about the experience, full of new and interesting things that happened to them. Your job is to help them talk about it in a way that will help them learn as much as possible from the experience about the language and the culture. Here are some ideas:

LANGUAGE EXPLORATION ACTIVITIES

- Start by giving them about fifteen minutes to write down in their notebooks the new words and phrases they heard, things that happened that surprised them, and new questions they have about the language and culture.
- Give each Trainee a large sheet of paper and have them write or draw the steps in doing their craft. At this time, don't help them by making corrections or giving additional information.
- Post the drawings/descriptions. Have them gather in front of each one, in turn, and have the Trainee who drew it explain what is there. Invite the others to ask questions about the language (vocabulary, pronunciation, grammar). When a question is asked, see if one of the Trainees can answer it. If no one can answer it, then you give a short answer. Allow time for the Trainees to add labels to their drawings or make other changes based on the discussions with the other groups.

CULTURAL EXPLORATION ACTIVITIES

Now turn the Trainees' attention to the cultural aspects of the experience.

- Ask them what it was like doing the exercise. How did you feel? Nervous? Excited? Accepted?
- What was the reaction of the people you worked with? Did they say or do anything that surprised, angered, confused or frustrated you? How did their behavior and manner compare with people you know in your hometown?
- Ask Trainees to reflect on the skill they learned. What is the significance of it in Kiribati culture? Why do you think it is important? Why is it done the way it is? Is it learned by all members of society, or just some?

ABOUT HOW THE TRAINEES LEARNED

Ask the Trainees to think about how they liked learning by doing. Ask them if the questions and clarification phrases they learned helped them understand the procedures. Have them talk about how they overcame their fear and nervousness. Ask them how they used their language notebooks. Have them share with each other what they wrote down and why, as well as suggestions for using the notebook in the future.

FOLLOW UP

- Have the Trainees list the new words in their notebooks and write for five minutes about what they learned about crafts and any reactions they had to learning the craft from a host-country person .
- Have the Trainee brainstorm other crafts they might learn once they are in their own communities. What crafts could they teach to others?

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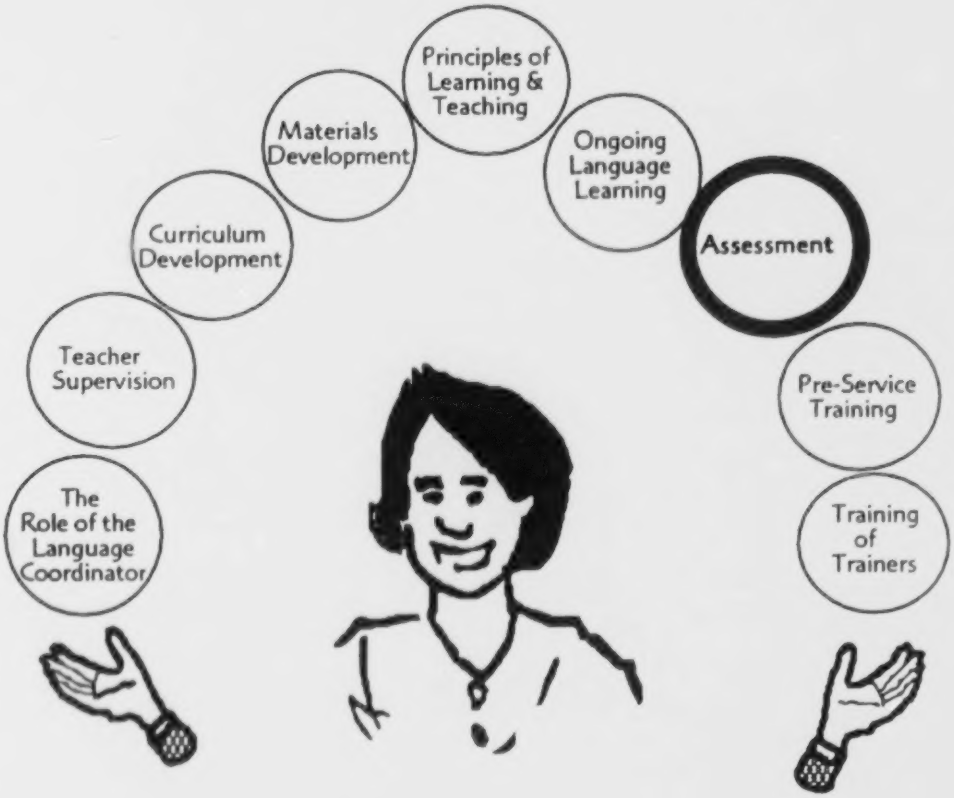
LANGUAGE COORDINATORS RESOURCE KIT

SECTION SEVEN

ASSESSMENT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ICE Publication Number T0097
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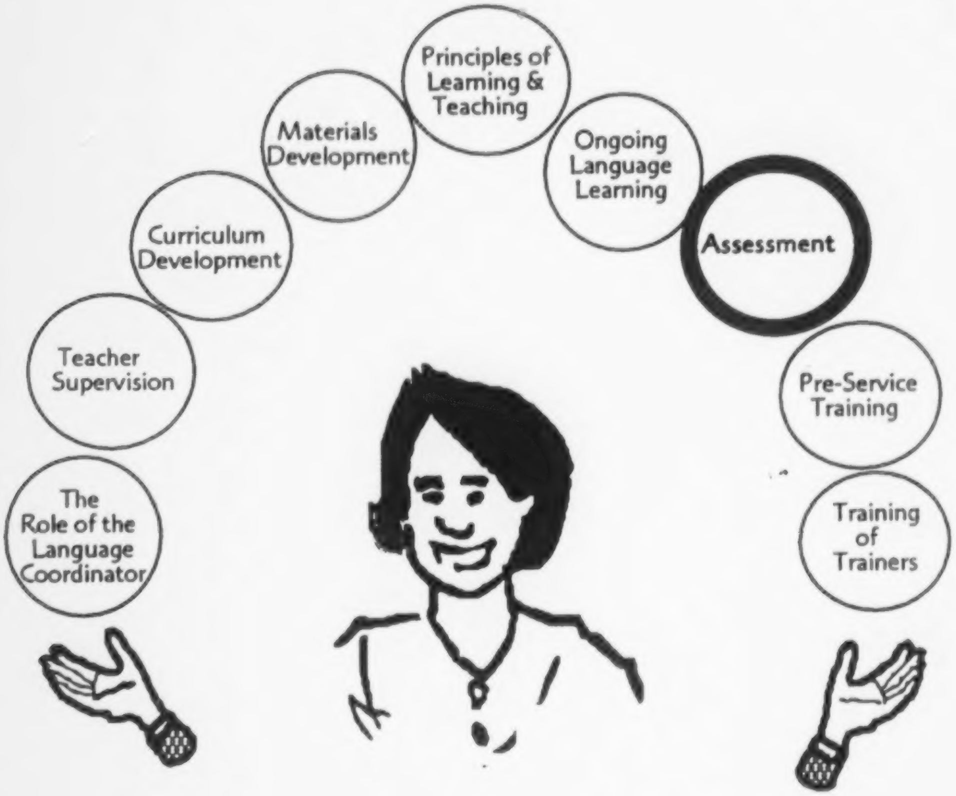
SECTION SEVEN

ASSESSMENT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LANGUAGE COORDINATORS RESOURCE KIT
SECTION 7.
ASSESSMENT

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SECTION SEVEN: PEACE CORPS ASSESSMENT

FOUR KEY CONCEPTS IN PC LANGUAGE TESTING

The purpose of assessment is always to determine how a Trainee or Volunteer is progressing in learning the language or languages. To assess language progress we use both informal and formal assessment procedures (namely the Peace Corps Language Proficiency Interview). But no matter which procedures are used, your assessment activities should reflect four important principles.

1. THERE IS CLEAR PURPOSE FOR ASSESSMENT ACTIVITIES

There are two basic purposes for assessment:
a. **Formative assessment** measures learners' progress so teaching will be appropriate.
b. **Summative assessment** measures learner's progress toward meeting program goals. Both kinds of assessment will be important for your program.

2. THERE ARE NO "SURPRISES" INVOLVED IN ASSESSMENT ACTIVITIES

Trainees will clearly be told the following information.
a. **When** they will be tested;
b. **What content** they will be expected to have mastered;
c. **How they will be tested and evaluated**; what is the test and what are the test criteria;
d. **Why they are being tested;** what is the purpose of the testing activity and how the results will be used.

3. ASSESSMENT RESPONSIBILITY IS SHARED BETWEEN LEARNERS AND INSTRUCTOR

Both learner and teacher should be involved in the assessment process, and there should be a mix of activities involving both learner self-assessment and instructor assessment of learner performance.

- Learner self assessment
  - formal (checklists)
  - informal (journals)
  - conferences with instructors
- Instructor's assessment
  - competency checklists
  - simulations, role plays
  - conferences with learners
  - homework, class participation

4. ASSESSMENT IS BASED ON MULTIPLE MEASURES

It's important to have a variety of ways to assess performance. Some different ways to measure proficiency are:

- Self assessments
- Teacher assessments
- Simulation/role play scores
- Formal test scores
- Tape recordings, writing samples

INFORMAL ASSESSMENT

Informal assessment is formative . Its purpose is to measure Trainees' progress so teaching will be appropriate. Informal assessment can take place both in and out of the classroom.

- Classroom assessment includes assessment activities conducted in the language class, by the language trainer or Trainees.
- Non-classroom assessment includes activities that will allow the Trainee to practice speaking the language and to get feedback on their skill outside the classroom.

FORMAL ASSESSMENT PC LPI

Formal assessment is summative. Its purpose is to measures how well learner's have met program goals. The formal assessment tool is the Peace Corps Language Proficiency Interview (LPI), which is usually administered at the end of PST. A practice LPI can also be used for formative testing, and for giving trainees a clear idea about the "hows" and "whats" of the formal assessment process.

DIFFERENCES BETWEEN TRADITIONAL AND COMPETENCY-BASED LANGUAGE TESTING

Traditional:	**Competency-Based:**
• Tests grammatical correctness	• Tests communicative competence
• Usually a pencil-and-paper activity	• Involves performing the competency
• Number grade based on correct answers	• More variety in grades
• Competition encouraged	• Cooperation encouraged
• Usually strictly timed	• More flexibility on time
• Learner evaluation private	• Learner evaluation shared with learner
• Tests individual only	• Evaluation may be based on group task

WHAT THIS SECTION CONTAINS

This section describes different kinds of assessment and provides descriptions of activities as well as tools for assessment that are currently successful in Peace Corps posts. This section discusses:

- how to plan assessment activities
- informal assessment activities to measure the progress of Trainees in developing communicative competency in the language or languages of the country
- formal assessment, including the PC LPI, the scale used, and its purpose

WHAT
NEEDS TO BE
DONE

IDENTIFYING ASSESSMENT NEEDS FOR YOUR PROGRAM

Every post has a different set of things that need to be done to ensure that there is a well-developed assessment for language training. In some countries, the training program is well-established, and the post has many years of experience in developing language assessment activities and a well-trained and experienced group of evaluators. In other countries, there may be little or no previous experience. And of course, every country is, at one time or another, a "start-up country" where all the systems must be developed "from scratch."

In order to help you assess what things need to be done in your program, Peace Corps Language Coordinators developed this brief check list to help you determine what assessment needs there are in your program. For each of the fifteen items select the letter of the response that best describes curriculum development at your post:

A. Completed successfully
B. Completed, but needs revision
C. Not completed, and it needs to be done
D. Not completed, but not important at present

Items that you marked with a B or C will probably need further development.

ASSESSMENT NEEDS

FORMATIVE (INFORMAL) ASSESSMENT:

_____ 1. Our post has an established system for assessing specific language skills in the classroom.

_____ 2. There is a list of the specific activities or skills to be assessed.

_____ 3. Our post uses a combination of assessment activities (classroom/out-of- classroom , formal/informal).

_____ 4. There is a clear correlation between the curriculum, the instructional plan and the assessment systems.

_____ 5. There is an established list of assessment goals.

_____ 6. For each assessment goal there is a clear description of the rationale for the assessment (**why**), and the persons (**who**) will perform it.

_____ 7. For each assessment activity there is a system of scoring that is consistent and objective.

SUMMATIVE (FORMAL) ASSESSMENT:

_____ 8. Our post administers the PC LPI (formal assessment) to assess PCV general language proficiency.

_____ 9. Our post has a sufficiently large group of trained. certifies PC LPI testers who are available to administer the LPI.

_____ 10. All PC LPIs are tape-recorded in case of a rating dispute.

_____ 11. There is an established system for keeping track of scores.

_____ 12. There are clearly established systems for keeping track of scores and sending information on PCV scores to PC Washington.

_____ 13. There is a clearly developed system for who will explain the results, and how this information will be shared.

_____ 14. There is a clearly developed system for who will learn the results of the assessment and how the results will be explained.

_____ 15. The reasons for and implications of the PC LPI are clearly explained to everyone (tester, Language Coordinator, PCV, CD and language trainers).

_____ 16. There is a clearly developed system for how the results of the PC LPI will be used to evaluate Trainees.

_____ 17. The scale used to score the PC LPI (ACTFL Guidelines) are available to the PCV and PCTs.

TIME LINE

SUGGESTED SCHEDULE FOR TRAINEE ASSESSMENT ACTIVITIES

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks involved in assessment.

TRAINEE ASSESSMENT ACTIVITIES	
PRE-PST	• Select mock LPI testers. • Select LPI testers (check certification/recertification). • Present session on how to keep a log. • Organize community assignment. • Orientation on the assessment process in training.
DURING PST:	
• START ON FIRST DAY AND CONTINUE	• log
• START AFTER 2 WEEKS: THEN EVERY WEEK	• informal assessment activities • self assessment
• START AFTER 2 WEEKS: THEN 2 TO 4 TIMES DURING PST :	• simulations *(e.g.: first two days after they go on field trip, 3 days before LPI post visit & LPI)*
• AFTER 8 TO 10 WEEKS	• mock LPI • feedback for Trainee and staff

END OF PST	• Administer LPI.
BEGINNING OF SERVICE **• AFTER 5 TO 6 MONTHS OF SERVICE**	• self assessment • IST (formal LPI- optional)
• ONGOING, THROUGH OUT SERVICE	• language tutor • self-directed learning
• ONGOING --FROM THE FIRST WEEK OF PST THROUGHOUT SERVICE	• individual conversation • (guided to free conversation)
COS	LPI- voluntary

THINGS TO THINK ABOUT

TRAINEE ASSESSMENT, EVALUATION AND THE QUALIFICATION PROCESS

Language Coordinators are sometimes puzzled by the distinction between two terms which appear frequently in PC manuals and workshop handouts. The first is "assessment", which is the measurement of a some quality or characteristic. When you determine overall language proficiency, or whether Trainees can perform a particular competency, you are assessing their ability to do so. The second term is "evaluation." Evaluation involves making a judgment based on the assessments you have performed. Thus, Trainee evaluation is deciding on the suitability of a Trainee to be sworn in, based on a number of assessment activities which include not only language performance, but also technical expertise. The following discussion about the process of trainee assessment and evaluation is from The *PATS Training Supplement* , and uses "assessment" to refer to both actual assessment (measurement of skills) and evaluation (determination of suitability). Don't be confused!

WHAT IS THE PURPOSE OF TRAINEE ASSESSMENT?

The Trainee Assessment process is intended to allow Trainees and staff to mutually determine if it is in the best interest of the Peace Corps and the Trainee for that person to be sworn in as a Volunteer.

- Trainee Assessment is a *process*.. It is designed to help Trainees recognize their successes and pinpoint the skills they need to improve, and to help the training staff identify ways to assist the Trainees in attaining the training objectives. The procedure for assessment includes ongoing personal reflection and self- assessment by the Trainee, and informal conversations with staff and peers. It also includes a more formal procedure comprising a series of interviews with training and/or country staff members.
- The assessment process is a *required* component of the PST. This section provides both required and recommended guidelines for implementing the assessment process.

TRAINEE ASSESSMENT/ QUALIFICATION CRITERIA

Every pre-service training program must have clearly defined qualification criteria with which to assess Trainees. These criteria must be based on the task analysis for each Volunteer assignment, and should include technical, language, cross-culture and health/personal safety requirements.

- Concrete behavioral objectives and/or competencies must be developed so that Trainees' progress can be monitored and assessed throughout the PST, and so that final decisions regarding suitability for Volunteer service can be determined. Trainees' progress toward achieving training objectives and competencies should be well- documented and discussed with them on a regular basis.
- Trainees must receive an orientation to the Trainee assessment process. This should be done at the outset of training, both in writing and through discussion of the process in a training session. It is recommended that during this session the Trainees be involved in the development of the indicators against which they will be assessed and in determining how and when (periodically) their progress will be assessed. Often, the Trainee assessment process is combined with the PST evaluation process. In this way the Trainees feel that assessment and evaluation are "two-way streets" in which both Trainees and training staff are regularly assessed, in an agreed upon format, against established criteria.

TRAINEE FILES

The information collected on an individual Trainee should be kept in a file available to the individual Trainee. The files should be regularly reviewed with the Trainees as a means of providing feedback and monitoring progress. At the close of training, relevant material (Trainee language scores, personal goals and plans, recommendations for technical in-service training and documents showing intent for further language or technical studies) should be transferred into the Volunteers' permanent files with the country staff.

TRAINEE ASSESSMENT PROCESS

A complete Trainee Assessment Process should include a clear and timely description of the assessment process, a consistent set of characteristics, and a consistent process for feedback and review

1. CLEAR AND TIMELY DESCRIPTION OF THE ASSESSMENT PROCESS

During the first three days of training, the Trainee will be informed in writing and verbally (in the PST handbook or syllabus and reviewed during a training session) of the following:

- Qualification criteria
- The assessment process: when, who, what and why
- The consequences of non-achievement of criteria or violation of country- specific behavioral guidelines
- Grounds for Administrative Separation
- Training site-/country-specific behavioral guidelines
- The right of appeal in case of administrative separation

2. CONSISTENT SET OF CHARACTERISTICS

The assessment process has the following characteristics:

- The same process applies to all Trainees.
- The assessment process is based on a feedback model.
- The Trainees are actively involved in self assessment.
- The opportunity to modify behavior exists: Trainees receive feedback & concrete suggestions for improving behavior within a certain time frame.
- The criteria are easily monitored, realistic.
- The criteria and assessment results are available to the training staff and Trainee.
- Training staff are trained prior to PST in the Trainee assessment process.
- The process includes clear, accurate and objectively verifiable documentation.
- The process models professionalism and open communication.
- The process rewards positive behavior.
- The process builds confidence.
- The process is designed to de-select based on non-achievement of criteria.

3. CONSISTENT FRAMEWORK FOR PROGRESS REVIEWS

The framework for the assessment process must be agreed upon at the beginning of the PST. A successful model that can be used or adapted as necessary by the training staff and Trainees consists of a series of progress reviews between the Trainee and a member of the training staff. It is generally recommended that the Project Director and the Coordinators conduct the Progress Reviews and that the same training staff member meet with the same Trainee for each interview. Below is the purpose or focus of each of the interviews.

Initial Interview

- Get to know each other and establish a good rapport.
- Ask/answer Trainee's questions re: training, the assessment process, etc.

Mid-training Progress Review

(for second and third interviews)

- Discuss Trainee's self-assessment.
- Discuss staff members' assessment of Trainee's progress.
- Establish goals for continued Trainee development.

Final Interview

- Summation of previous interviews
- Overall assessment and recommendations for continued development at site
- Trainee's overall assessment of training

In order for this model to be effective, it is necessary for the Training Coordinators and the Project Director to review the progress of each Trainee prior to each interview. The progress report to the Trainee will integrate the Trainee's achievement in all areas of training. Likewise, the Trainee's self assessment should be communicated to all training coordinators. In order to facilitate the effectiveness of the self-assessment process, each Trainee should be encouraged to keep a notebook or journal of his or her progress during the PST.

SUGGESTED TRAINEE LANGUAGE QUALIFICATION CRITERIA

To qualify for Volunteer service, the Trainee, upon completion of training, will:

- Demonstrate satisfactory achievement of critical language competencies as identified by each Peace Corps country program, based on the Project Plan, as defined in PST language objectives.
- Reach a minimum Language Proficiency Interview score , as determined by post/region.
- Produce a plan and demonstrate skills for continuing language learning at site.

THINGS TO THINK ABOUT

QUESTIONS TO ASK AS YOU ORGANIZE YOUR ASSESSMENT PROGRAM

In assessing Trainees or Volunteers, it is important to follow a four-step assessment process: planning, collecting, rating and sharing results. If these four steps are not followed, the assessment may not be valid for the purpose you want.

PLANNING

- What activity or skill do I wish to assess?
- Why will this be assessed?
- Who will be assessed?
- Who will perform the assessment?
- What kind of assessment will I use?
- Do I have easy access to this assessment? Can I rate it properly?
- When will assessment occur (during/after or even before the activity)?
- How will I use the information I obtain from the assessment?
- How does the information I've collected fit into my instructional plan? Does it reflect the kind of curriculum used?

COLLECTING INFORMATION

- What information do I need to collect (formal assessment of general proficiency versus classroom assessment of a specific skill)?
- Why am I collecting this information?
- How many Trainees/PCVs will be assessed at a time?
- Who will assess them? Are these people qualified and do they understand the rating system?
- Where will assessment occur (in classroom/outside classroom/formal/informal)?
- How will I collect this information (paper, rating scale, etc.)?

RATING

- Who is rating/scoring the information? Do they understand the scale?
- For a formal assessment, is the information tape-recorded in case of a rating dispute?

REPORTING INFORMATION

- Why is this information being reported?

- Summative/ Formal- results of LPI
- Formative/ Informal- Trainees' achievement of classroom material

- Who will be told the results of the assessment? (Trainee, LC, LI, CD, other staff)
- Who will explain the results?
- When will the results be explained?
- How will the results be explained?

OVER VIEW

INFORMAL ASSESSMENT ACTIVITIES

WHAT IS INFORMAL ASSESSMENT?

Informal assessment activities share a number of characteristics.

- They are formative. They are designed to measure learner progress so you can adjust your teaching plan, materials or techniques.
- They are ongoing. They take place regularly, perhaps as part of every class session.
- They are usually based on actual performance of PCVs learning the language.
- They should involve a mix of both learner self assessment and instructor assessment.
- They can occur both in and out of the classroom.

INFORMAL ASSESSMENT PROTOTYPE

This description of the informal assessment process from the Czech Republic outlines the general role that informal assessment plays in the language class:

"At the end of every language session, Trainees are expected to demonstrate language skill acquired during language class by performing a role play, or accomplishing a task assigned by the instructor. This task can take place either inside or outside the classroom. After the Trainee performs the task he or she fills out a self assessment form that consists of what the Trainee could do, could partially do or could not do and gives it back to the instructor, so he or she can help in the Trainee learning process. Because it is not always possible to give a Trainee an outside task, other activities such as role play, question-answer, quiz, simulation, presentation, and debate can be used."

INFORMAL ASSESSMENT ACTIVITIES

Informal assessment activities can really be any classroom activity that has been adapted to include a systematic "performance rating" by either the learner or the instructor, and a variety of assessment activities and techniques have been used in Peace Corps countries. Common activities are:

1. TRAINER ASSESSMENT FORMS

Language trainers can keep a Trainee Logbook: a daily record for each Trainee, noting strong and weak areas. In many posts they use the logbook to write weekly or bi-weekly reports on each Trainee's language progress. They share this information with the Trainees, get Trainees' signature on the report, and submit it to the LC.

2. SELF ASSESSMENT FORMS

Trainees can use a variety of formats (journals/ or logs) to chart their own progress. These can be rating forms for specific competencies that parallel the same scales used by instructors, or they can be more open-ended forms that Trainees use to identify their own questions, confusions, mistakes or areas for improvement.

3. SIMULATIONS

Simulations are in-class techniques that replicate out-of-class situations. They involve a variety of possible techniques ranging from student-written dialogues to role plays to formal simulations. Typically students move through a series of "stations" where they are given a specific communicative task to accomplish, based on the particular competency being focused on. They can be assessed either by their language instructors, or "naive" native speakers who have been selected for the simulation.

4. COMMUNITY CONTACT ASSIGNMENT

Community Contact Assignments involve any activity where Trainees are given the task of getting something from people outside of class. This can be one or more objects (such lists are called Scavenger hunts), or pieces of information. The people that they work with can be individuals from the community or a member of their host family. Trainee success is measured by whether or not they have been able to accomplish the task.

5. INDIVIDUAL CONVERSATION

Using teachers, PST staff, and outsiders to serve as conversation partners is a useful way to give Trainees more opportunities for communication in real situations. Trainees are paried with another person. Instructors give the pair one or more topics to discuss and then observe and evaluate the Trainee's performance.

6. PORTFOLIOS

A portfolio is a collection of work. For Peace Corps language programs, a portfolio kept during PST is an excellent way for language teachers and PC Trainees to keep track of progress throughout the program. Portfolios allow language trainers to record progress of their students throughout PST.

A portfolio can include any work of the Trainee that they or the language program want to include, such as results of language learning inventories, lists of Trainee's expectations, assessments by Trainees themselves or trainers, tape recordings of the Trainee's speech, journal or log entries, etc. A more complete listed of possible contents is provided later in this section.

7. PRACTICE LPI The LPI is discussed in detail at the end of this section. You can use a practice LPI to be sure that Trainees are thoroughly informed about how their formal assessment will take place. It's also a good way to allay their anxiety about what happens during the PST.

PROS AND CONS OF TRAINING ASSESSMENT ACTIVITIES

NAME OF ACTIVITY	ADVANTAGES	DRAWBACKS
DAILY LOG OF TRAINEES' PROGRESS	• Can see the Trainees' progress •Identify Trainees' weaknesses •Provides concrete feedback •Provides good information when trainers are rotated	• Requires daily entries • Time consuming
SELF-ASSESSMENT CHECKLISTS	•Can identify Trainees' comfort area in language • Gives the Trainee information for improvement • Motivates Trainee to work harder • Shows Trainee points to review •Non•threatening •Supports self•directed learning	• Trainee may not give accurate picture of self
SIMULATION	• Allows Trainee hand•on experience • Shows Trainees experiences of real difficulties in communicating with host country nationals • Reviews material covered throughout training • Fun for Trainees •Develops Trainees' confidence in dealing with real situations	• Not the same as the real situation •Language staff often makes situations more difficult than in real life •Trainees are not comfortable, because they think they will be assessed • Hard to organize and implement

INDIVIDUAL CONVERSATION	• Allows Trainees to practice outside of class and with different speakers • Reviews and reinforces learned material • Builds confidence in using target language • Increases fluency • Trainees can speak on any topic • Trainees can assess their language competency in the conversation • Helps direct self•learning • Breaks the routine	• Sometimes non•PC staff are needed for conversations • Non•PC staff may not understand Trainees' limitations • Finding enough conversants can be difficult • Time consuming
PORTFOLIO	• Gives a greater selection of assessment criteria • Shows progress over time • Gives concrete examples of progress • Gives a sense of real progress of time • Cumulative	• Not simple and direct • Hard to keep track of materials • requires serious thought by language coordinator and trainer • Must have clear purpose and guidelines for all involved
MOCK LPI	• Provides exposure to the PC LPI • Identifies strengths and weaknesses in target language • Allows language trainers to see LPI perspective on the language training • Supplies concrete information to Trainees from testers • Gives feedback from LPI tester to language staff • Provides mid•PST evaluation for language staff • Develops Trainee's motivation	• Time consuming • May be difficult to schedule testers' time • Trainee nervousness may affect their score • Perceived low scores may decrease Trainee motivation

TIPS FROM LANGUAGE COORDINATORS

These suggestions were provided by Peace Corps Language Coordinators to make your assessment activities more effective:

- Explain your assessment system and criteria to Trainees on the first day. Remind them often that you are using these systems and criteria.
- Provide a clear purpose for assessment activities.
- Purposes can include formative assessment, to measure progress in class, and summative assessment, which measures progress toward program goals.

- Trainees should know how, when and why they are being assessed, as well as with what materials and methods.
- Results of assessments should be shared with Trainees.
- Both learners and trainers should take responsibility for assessment through self-assessments, checklists and conferences.
- Use multiple measures! In other words, one activity or observation or interview is not enough information. Use different kinds of assessment activities.
- Assess informally often and keep notes consistently in the log or another place.
- All information should be kept in the Trainee's file for easy reference.
- Use consistent criteria to assess.
- Look at different classroom situations to encourage different speaking situations (trainer to Trainee, Trainees in pairs, Trainees in small groups).
- Provide honest feedback to Trainees throughout PST, both formally and informally; be direct in explaining how Trainee can improve. Provide specific, clear examples for the Trainee.
- Use clear and specific language in providing feedback .

OVER VIEW

ASSESSMENT PROCEDURES, TECHNIQUES AND APPROACHES IN PRE-SERVICE TRAINING: A SUMMARY

A system for evaluating Trainees at the end of PST needs to include results from a proficiency measure (the Peace Corps LPI rating) and from achievement measures, such as simulations and teacher assessment of Trainees, as well as Trainee self-assessment. In this way, the final language evaluation reflects the goals of the language program, which should include not just a general skill level, but mastery of competencies determined to be necessary. Teachers should be able to document their assessments of student mastery of competencies with results from various assessment activities such as those described here. Their assessment of a Trainee, Trainee self-assessment, performance on a simulation test, along with the LPI score should provide reliable information about a Trainee's language capabilities.

COMPETENCY CHECKLIST

Description: The instructor keeps a simple checklist of competencies that are covered during the PST. This will include all the topics--telephone, food, transportation, etc. The teacher evaluates by checking a box to indicate whether the student can perform the competency or not, or how well the student is able to perform the competency.
When Used: It could be used daily/weekly or less frequently.
Purpose: The checklist provides instructors with a record of student performance which will be helpful in re-grouping. It keeps instructors and Trainees focused on the competencies rather than grammar accuracy or vocabulary as the goal of instruction
Criteria: For most competencies, the criteria are ability to complete the task with comprehensible language production and demonstration of understanding. Accuracy and cultural appropriateness are sometimes criteria also.
Rating System : Usually a simple, 3-point scale, for "The Trainee has not attempted the competency", "The Trainee has attempted the competency but still has difficulty", and "The Trainee has mastered the competency."
Constraints: The classroom performance of a competency may not accurately predict performance outside the classroom.

Advantages: It is simple and it is compatible with the principles of a competency-based approach.
Using Results: For re-grouping and evaluating student progress.

SELF-ASSESSMENT

Description: The Trainees evaluate themselves using forms, notebooks, or journals.
When Used: This technique may be used at the middle and end of PST for summative purposes, but can be used throughout as a way to encourage learners to monitor their own progress.
Purpose: Provide Trainees with an opportunity to assess their own strengths and weaknesses, help them develop more realistic ability to monitor their own progress.
Criteria: For most competencies, the criteria are ability to complete the task with comprehensible language production and demonstration of understanding. Other criteria can be set with the Trainees' input as practice in setting learning goals.
Rating System: A simple, 3-point scale, for poor, average and excellent for a competency checklist. A verbal narrative can also be used.
Constraints: Trainees may give unrealistic scores.
Advantages: The Trainees are actively involved in the assessment of their own progress, not just subjected to tests by others. They will later have an opportunity to compare their rating with the instructors and can gain a better sense of their own skill level.
Using Results: The results are used as the subject of the teacher/trainer conference and may help the Trainees set goals for themselves. They may also be included in a final assessment.

TEACHER ASSESSMENT OF TRAINEE

Description: Teacher assessment of Trainee is the information that the teacher has gathered through several means: tests, class behavior, observed progress, group work, etc.
When Used: At some posts teachers assess Trainees whenever teachers rotate, which may be weekly. Other posts do it daily; still others do this at mid-PST and at the end. If done daily, the information is oral only. If weekly or less frequently, it is in written form.
Purpose: Teachers assess to monitor Trainee's progress and provide the "new" teacher with information needed to adapt instruction quickly to the new learner.
Criteria: The categories usually included are: strengths, weaknesses, noticed learning style or preferences, needs improvement or needs more practice with ______ , class behavior, and feelings.
Rating system: There is no formal set of scoring conventions, but learners may be described as fast or slow learners and categorized as basic, intermediate or advanced in their language skills.
Constraints: It is rather subjective, since it represents a kind of synthesis that the teacher creates . The oral version may

be even more subjective than the written because there is less of an imposed structure.

Advantages: The advantage is that it gives the teacher useful information about the learners' levels and provides advance information on the learners to be taught.

Using Results: Teacher assessments contribute to decisions about grouping according to level and learning style and for helping teachers when working on a common lesson plan.

Sample Format from PC Romania: Weekly Teacher Assessment of Trainee

Name of Trainee ______________________________

Periods of Time	Strengths	Weaknesses	Learning Style	Needs Support
Week Seven	acquires vocab rapidly	pronunciation	visual	more repetitions

TRAINEE/ TEACHER CONFERENCES

Description: During a conference, the teacher and learner can review the following in English:

- What learning strategies have you tried? What is working and what is not working for you?
- How do you feel about your language study?
- Are you using the language in the community?
- How relevant are the competencies covered in class to the realities of language use in the community?
- What goals can you set to improve your language skills?

Hints: These conferences will be most successful if

- The instructor and the learner compare the learner's and teacher's assessment of progress.
- The instructor is comfortable--despite cultural barriers--in giving and receiving both negative and positive feedback.

When Used: Varies from every week to every three or four weeks.

Purpose: Gathers information about the Trainee's progress and perception of progress.

Constraints: There may be cultural barriers involved in giving and receiving feedback.

Advantages: It is a friendly talk with no grades, so it contributes to an atmosphere of openness in the PST and lets the Trainee know that the teacher is trying to help, but expects the Trainee to take responsibility as well.

Using Results: These conferences are useful for modifying instruction, monitoring attitudes and gathering information for the next teacher.

COMMUNITY CONTACT ASSIGNMENTS

Description: This technique requires the performance of language competencies in the community. It can be used as a formative test, that is a regular part of language instruction, and as a summative test, which occurs at the end of a unit of instruction. In this activity, Trainees receive clear directions and description of a task, e.g., to find a place, object or person;to interview someone, to buy an item at a market or store, to send a letter, etc. They must then perform the task in a given time frame.

When Used: For formative testing, it can be used very often. As a summate testing technique after a phase of the training.

Purpose: Community assignments provide Trainees with an opportunity to build confidence and comfort with the language as they assess their own strengths and weaknesses through actual experience. They combine cross-culture content with language also and provide a way to test in non-simulated, outside the classroom setting.

Criteria: For formative assessment, one criterion is successful completion of the task. There may be a requirement to try various communication strategies, for example. Among the criteria when used in summative testing are comprehensibility, pronunciation, grammar accuracy, and cultural appropriateness.

Rating System: As a formative measure, it should be noted whether the task was completed and whether it was done with ease or with difficulty. As a summative measure, different scoring scales are used. Each evaluator receives a sheet with criteria and scale and a sheet with an explanation of each mark. Either teachers or others may act as observers. Self-assessment is usually a feature in community assignments.

Constraints: It is possible for a Trainee to pretend to have completed the task, but really not have done it. It is time-consuming. Interviewees in the community need to be arranged ahead of time.

Advantages: The circumstances are natural. The communication with native speakers is realistic. There is an absence of exam stress, though many competencies are covered.

Using Results: The results are used as the subject of the teacher/trainer conference and provide material for later lessons.

WRITTEN TESTS

Description: This could be any test which is presented to the student in written form. The test may assess the student's reading skills (as with CLOZE) or writing skills (writing activity).

- The **CLOZE** is a text with every 7th or 8th word omitted and the learner must fill the blank with an acceptable word. A variation is to omit only items of one grammatical category, such as prepositions, and have students supply these.
- **Multiple choice** is a kind of test in which the blank in each sentence must be filled by one of four items which have been indicated by the test maker. Only one of the items is correct; the others are only distracters. The items may be in a text or in a list of sentences.
- Common Peace Corps **writing activities** include having students write short messages to a counterpart, landlady, or maintenance person. The task should be based on a genuine

communication need and not an artificial exercise.

When Used: How often written tests are given depends on the curriculum at any post. Posts where there is a non-Latin alphabet, writing tests may be used weekly. Where the Latin alphabet is used, written tests are usually included only during the mid-PST and final assessments. If the language is generally not written, there should be no use of written tests for language assessment purposes.

Purpose: Written tests check writing and reading skill levels. As teaching devices, they also may provide students with models of structures in use, thus helping them study and organize language material.

Criteria: The criteria for scoring depend on the type of test. CLOZE and multiple choice tests usually stress accuracy, but in writing notes and messages, the main criterion is usually comprehensibility rather than correctness.

Rating System: For CLOZE and multiple choice tests, the scale can be based on the number correct vs. the number wrong. For writing tasks, a three-level scale can be used:

1 HIGH rich vocabulary, few repetitions, appropriate structures, clear message
2 MID correct but limited vocabulary, few grammar errors, understandable message
3 LOW few words, many errors, unclear message

Constraints: The main focus in most language programs is on spoken language rather than written, so these techniques are of limited relevance.

Advantages: The results are clear and easy to interpret.

Using Results: The results will be used in giving feedback, to readjust teaching, and as part of Trainee evaluation.

SIMULATIONS

Description: For simulations, the teachers set up the simulation stations (e.g., shop, party, or telephone) that closely resembles the real life situations. Realia and visuals contribute to the setting. As for the assessment itself, each Trainee goes through all stations in the simulation. At each one, the Trainee draws a card which describes a task involving some form of communication with a teacher who assumes the appropriate role for the station.

When Used: Simulations are used at mid-PST and at the end of it as a final assessment. Perhaps because of their complexity, simulations are not used more frequently than twice per PST.

Purpose: Simulations are used to gather information about the Trainee's ability to use the language (especially speaking and listening) to perform competencies in the curriculum.

Criteria: Among the criteria used are: fluency, comprehensibility, accuracy, completion of the task, vocabulary use, and cultural appropriateness.

Rating System: There are several alternatives for scoring and grading. One possibility is to use a scale for overall performance. After completing the task, the Trainee receives a grade and a description summarizing the general level of the performance. Another possibility is to score each language area separately. In this case the Trainee may receive several grades, such as 5 for fluency, 4 for grammar, 4 for pronunciation, etc. Grades should be followed up with discussion with the coordinator or instructor. A third alternative is that rather than giving grades, the evaluator might write a friendly letter to the Trainee about the performance, praising strong areas and suggesting areas that need improvement. Self-assessment can also be used effectively in simulations.

Constraints: Preparation is time-consuming. It is difficult to staff the stations with two instructors per station, but it is also difficult for one instructor to act as both an evaluator and an actor in the simulation. Simulations are still not entirely lifelike. In addition, simulations have been unsuitable for some shy Trainees. The result can be just a repetition of a dialog.

Advantages: It is generally less stressful than other measures. Evaluator/Trainee conferences afterwards have proven useful.

Using Results: The results are shared among language staff and distributed to the Trainees. In some cases, the Language Coordinator has conferences with each Trainee to help them be more aware of their progress. At many posts, simulations are used as mid-term and final assessments of Trainees' ability to carry out competencies, a measure of their achievement of those goals.

Variation: In Moldova, the evaluators were not Peace Corps staff. They were provided with assessment sheets and observed and evaluated performance. This allowed the teachers to be fully involved in the activities. In this case, the results may have been more objective, also. In the Philippines each Trainee carries a cassette recorder and taped each interaction. The tapes were later assessed by the Trainee and the teacher as they listened together.

PUBLIC PERFORMANCE

Description: In many Spanish-speaking posts, Trainees give a public demonstration or talk on a technical topic. Host families and other people living near the training site may be invited. Trainees prepare their presentations with their technical trainers as well as their language instructors. It may also be a more light-hearted combination of variety show, contest, and game, such as the "language Olympics." which was done in the Philippines.

When Used: After four to six weeks at the earliest.

Purpose: Giving a performance provides Trainees with an opportunity to go beyond the required competencies and demonstrate their creativity with the language, possibly in their technical area.

Criteria: Among the criteria used are: fluency, comprehensibility, accuracy, vocabulary use, creativity and cultural appropriateness.
Rating System: Using a scale of 1-5 or 1-10, the activities could be judged by language or tech teachers or people not on staff . Self-assessment can be used in this activity.
Constraints: Among the constraints are finding enough time for the Trainees to prepare and finding a suitable place for having the activities.
Advantages: Competencies are combined, training areas are integrated, and it is a genuine communication situation.
Using Results: The results are used as part of the final rating of the Trainee and making recommendation for further study.

ORAL INTERVIEWS

Description: Most oral interviews involve a face-to-face conversation between a Trainee and an instructor for at least five minutes up to 10 minutes for more fluent learners. The interview may be formal or informal. During informal interviews, the instructor could help the learner with a little translation, key words, or gestures. In a more formal interview it may be possible to use a tape-recorder. Another variation is to send Trainees out to interview people in the community (who have been arranged in advance) as in a contact assignment. These could also be tape-recorded.
When Used : Formal interviews are done just a few times during PST, usually at the middle and end.
Purpose : Taped interviews provide a genuine record of student performance. Less formal interviews can help Trainees gain confidence and provide instructors with information on individual needs. Community contact interviews can provide information on competency mastery.
Criteria: If the interviews are structured to test competencies, the criteria are ability to complete the task with comprehensible language production, and for more formal ones, such as thanking a host at a formal dinner, accuracy may be more important. Cultural appropriateness is sometimes a criterion also. In general, a combination of fluency, accuracy, and comprehensibility are the criteria.
Rating System: Interviews can be rated using a 3-level scale, for excellent, satisfactory, poor; or "speaks with ease", "speaks with difficulty", "cannot answer".
Constraints: Formal interviews, especially tape-recorded interviews, may make some learners become tense and give poor performances.
Advantages: Most basic competencies are oral ones, so this technique is quite relevant.
Using Results: Results are used for evaluating student progress, mastery of competencies, and to provide useful feedback and suggestions.

HOW
TO DO IT

TRAINER LOGS AND PROGRESS CONFERENCES

This is a description of one method for collecting, keeping and reporting the information from a trainer log.

OBJECTIVES

To identify the Trainee's strengths and weaknesses in language learning.

PROCEDURES

- The language trainer keeps a daily record of the Trainee's problem areas, or weaknesses, and outstanding areas, or strengths in the target language. For example, the language trainer might highlight pronunciation, conjugation, post position, word order, vocabulary, fluency, use of structures, reading, and writing as areas of strength and weakness for the Trainee.
- Every ten days or two weeks, the trainer writes up a description of each student in his/her class's language progress. This progress report is based on the log book the trainer has kept.
- The trainer shares his progress report with the Trainees and gives feedback. The trainer discusses the feedback with each Trainee and helps the Trainee to develop strategies/plans to build on strengths and address weaknesses. If the Trainee disagrees on some issues in the progress report, she/he can write his/her disagreement on the progress report. After discussion, the Trainees and the trainer both sign the progress report and submit it to the LC.

RECORD KEEPING

The progress report is kept in the Trainee's confidential file. When trainers rotate, they can read each Trainee's file, including the daily logbook and the biweekly or ten-day progress report. This way, all the trainers can share information about Trainees as they rotate into different trainer's groups.

TIPS FROM LANGUAGE COORDINATORS

These suggestions were provided by Peace Corps Language Coordinators for ways to make trainer logs easier to use and more effective:

- Organize it by examples provided by language coordinator to reflect the your beliefs on language learning.
- Set aside time to write in log every day for every group with whom you work.
- Use specific examples (for example, instead of "bad pronunciation," write, "difficulty in pronouncing *kh* and other aspirated sounds."
- Write up progress conference notes and hold formal meeting every ten days or two weeks.
- Review previous days' work to provide context.
- Make sure you use a variety of activities for the log (e.g., role plays *and* simulations *and* conversations).
- If possible, keep back-up records on a computer.
- Keep log in a language understood by all other trainers.

HOW TO DO IT

SELF-ASSESSMENT FORMS

PURPOSES AND FORMATS

Self-assessment forms can serve a variety of uses .

- First, you can use it as part of the process to assess **what** Trainees can do: how well they perform the competencies of your program. For this purpose, self-assessments can be forms that are parallel to ones being used by trainers rating the Trainee's performance. Both trainer and Trainee fill out the form and compare their perceptions of Trainee's performance.
- Another use of self-assessment forms is more open-ended, and can help you assess **how** Trainees are going about the process of self-directed language learning. For this purpose, self-assessments can take the form of a log or journal designed to provide a specific format for promoting Trainee reflection and goal setting. Trainees use the format to reflect on such issues as what language learning strategies they are using, what problems they are encountering, or what specific information about language structure, vocabulary, etc. they feel they need to know. This kind of self-assessment form is discussed in more detail in Section 6 (Ongoing Language Learning) of this Resource Kit.

TIPS FROM LANGUAGE COORDINATORS

Parallel formats for rating performance:

- Provide and review needed materials *before* distributing.
- Describe self-assessment procedures *clearly* to Trainees before any activities that involve self-assessment (simulation, community contact assignment).
- Provide feedback to Trainees on the validity of their answers to self-assessments .
- Provide post-activity review and processing as a group.

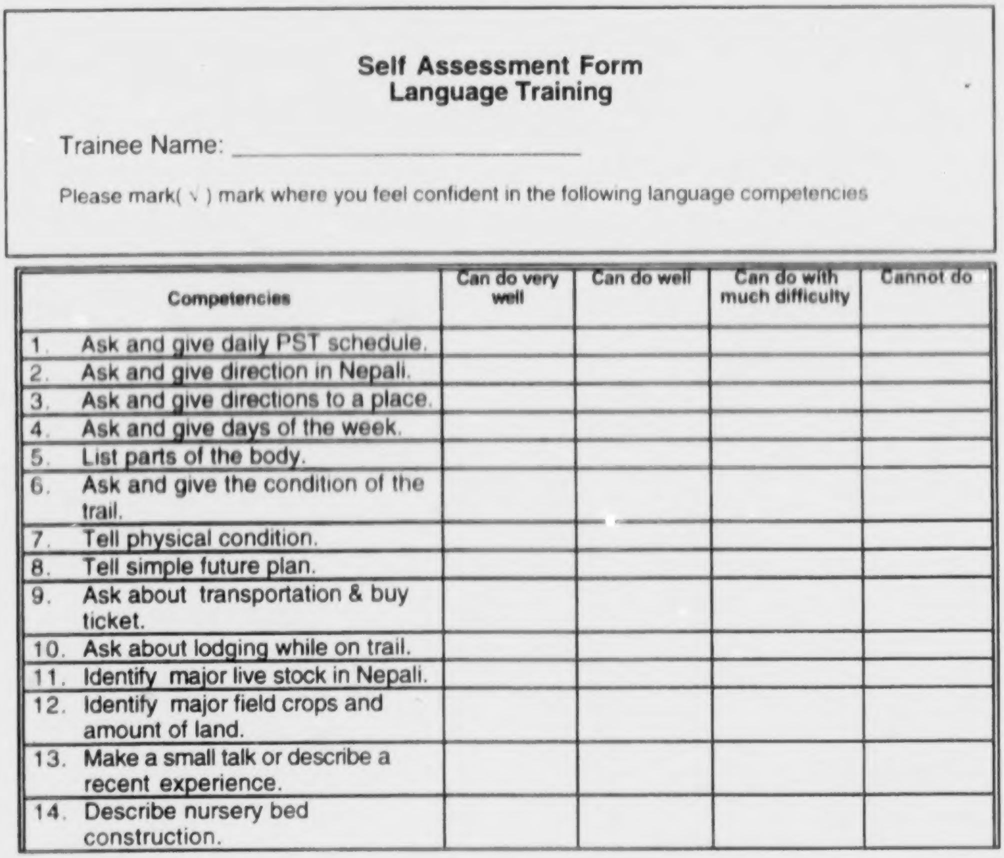
Open-ended formats for reflecting on language learning:

- Provide information about ongoing self-directed learning and learning strategies training as part of PST and IST.
- Explain objectives of assessment of self-directed learning activities to Trainees.
- Follow up on self-assessments regularly. Do consistent and frequent review of self-assessments with Trainees.
- Point Trainees to the self-directed learning modules that correspond to their level.

SAMPLES FROM THE FIELD

GENERAL SELF-ASSESSMENT FORM

Here's an example of a self-assessment form from Peace Corps Nepal. You may also want to refer to the section on Materials Development to see other self-assessment statements that have been integrated into the language teaching materials.



Self Assessment Form
Language Training

Trainee Name: ______________________

Please mark(√) mark where you feel confident in the following language competencies

Competencies	Can do very well	Can do well	Can do with much difficulty	Cannot do
1. Ask and give daily PST schedule.				
2. Ask and give direction in Nepali.				
3. Ask and give directions to a place.				
4. Ask and give days of the week.				
5. List parts of the body.				
6. Ask and give the condition of the trail.				
7. Tell physical condition.				
8. Tell simple future plan.				
9. Ask about transportation & buy ticket.				
10. Ask about lodging while on trail.				
11. Identify major live stock in Nepali.				
12. Identify major field crops and amount of land.				
13. Make a small talk or describe a recent experience.				
14. Describe nursery bed construction.				

15. Ask about appropriate time and place for washing hand, bathing, laundry and charpi.				
16. Ask and explain how to protect seedlings in nursery.				
17. Ask politely if water has been boiled and plates & utensils has been dried or not.				
18. Identify community group and working with them.				
19. Give simple complement about food, clothes and behavior.				
20. Ask and list Nepali months.				
21. Apologize for unintentionally upsetting family members or PST staff.				
22. Ask and explain how to conserve soil.				
23. Describe kitchen gardening in Nepal.				
24. Talk about differences in family life between USA & Nepal.				
25. Talk about some particular festivals in USA & Nepal.				
26. Describe measurement system in Nepali.				
27. Talk about different weather between USA & Nepal.				
28. Simple present conjugation.				
29. Present Perfect				
30. Simple past conjugation.				
31. Habitual Past				
32. Literacy- reading. 33. - writing				
34. Number				

# Want to review on the competency No:-

Other comments:-

SAMPLES FROM THE FIELD

SELF-ASSESSMENT FORM FOR TECHNICAL COMPETENCIES

These two self-assessment forms from Peace Corps Bulgaria focus on specifying the technical competencies of small business development and education volunteers. It's useful to notice the similarities and differences between the two sets of competencies.

SMALL BUSINESS DEVELOPMENT
TECHNICAL LANGUAGE
Competency Checklist

Rate the level of competency achievement:
1= very poor, 2= poor, 3= fair, 4= good, 5 = excellent

I am able to:

1. Greet people formally	1	2	3	4	5
2. Make / Respond to formal introduction	1	2	3	4	5
3. Talk about one's own and others' background	1	2	3	4	5
4. Ask /Answer social questions	1	2	3	4	5
5. Make polite remarks	1	2	3	4	5
6. Make formal invitations	1	2	3	4	5
7. Accept invitations	1	2	3	4	5
8. Decline invitations	1	2	3	4	5
9. Say "No" politely	1	2	3	4	5
10. Explain hierarchy at work	1	2	3	4	5
11. Understand titles	1	2	3	4	5
12. Use titles appropriately	1	2	3	4	5
13. Ask for help	1	2	3	4	5
14. Respond to requests for help	1	2	3	4	5
15. Set up work rules	1	2	3	4	5
16. Set work schedule and timetables	1	2	3	4	5
17. Identify office equipment	1	2	3	4	5
18. Ask for / Give instructions	1	2	3	4	5
19. Ask for / Give locations	1	2	3	4	5
20. Describe PC role in Bulgaria	1	2	3	4	5
21. Talk about PC initiatives in Bulgaria	1	2	3	4	5
22. Identify own job in PC	1	2	3	4	5
23. Make request about using the phone	1	2	3	4	5
24. Ask for connection	1	2	3	4	5
25. Identify yourself and your company	1	2	3	4	5

26. Ask the caller to identify himself / herself	1	2	3	4	5
27. Explain the reason for the call	1	2	3	4	5
28. Make an appointment	1	2	3	4	5
29. Confirm an appointment	1	2	3	4	5
30. Leave a message	1	2	3	4	5
31. Give information about one's own educational and professional background	1	2	3	4	5
32. Ask for information about other's background	1	2	3	4	5
33. Talk about own career plans	1	2	3	4	5
34. Understand behavioral reactions of local officials and businessmen	1	2	3	4	5
35. React appropriately	1	2	3	4	5
36. Deal with unexpected circumstances due to different cultural norms	1	2	3	4	5

EDUCATION VOLUNTEERS
TECHNICAL LANGUAGE
Competency Checklist

Rate the level of competency achievement:
1= very poor, 2= poor, 3= fair, 4= good, 5 = excellent

I am able to:

1. Greet people formally	1	2	3	4	5
2. Make / Respond to formal introduction	1	2	3	4	5
3. Talk about one's own and others' background	1	2	3	4	5
4. Ask /Answer social questions	1	2	3	4	5
5. Make polite remarks	1	2	3	4	5
6. Make formal invitations	1	2	3	4	5
7. Accept invitations	1	2	3	4	5
8. Decline invitations	1	2	3	4	5
9. Say "No" politely	1	2	3	4	5
10. Explain hierarchy at work	1	2	3	4	5
11. Understand titles	1	2	3	4	5
12. Use titles appropriately	1	2	3	4	5
13. Identify school documentation	1	2	3	4	5
14. Ask questions about school schedule	1	2	3	4	5
15. Set up work rules	1	2	3	4	5
16. Set work schedule and timetables	1	2	3	4	5
17. Describe PC role in Bulgaria	1	2	3	4	5
18. Talk about PC initiatives in Bulgaria	1	2	3	4	5
19. Identify own job in PC	1	2	3	4	5
20. Make request about using the phone	1	2	3	4	5
21. Ask for connection	1	2	3	4	5
22. Ask the caller to identify himself / herself	1	2	3	4	5
23. Explain the reason for the call	1	2	3	4	5
24. Make an appointment	1	2	3	4	5
25. Confirm an appointment	1	2	3	4	5
26. Leave a message	1	2	3	4	5
27. Give information about one's own educational and professional background	1	2	3	4	5
28. Ask for information about other's background	1	2	3	4	5
29. Talk about own career plans	1	2	3	4	5

SAMPLES FROM THE FIELD

SELF-ASSESSMENT FORM FOR COMMUNITY SIMULATIONS

Here's an example of a Self-Assessment form from Peace Corps Philippines.

PEACE CORPS PHILIPPINES
COMMUNITY SIMULATION
Self-Assessment

I. Using the scale below, rate yourself according to the following:
   a) How much you understand/comprehend the language in the different given situations.
   b) How much and how well you were able to express yourself in the Target Language

5 - Excellent
4 - Very Good
3 - Satisfactory
2 - Fair
1 - Poor

Situations	**Ability to comprehend the TL**	**Ability to express oneself in the TL**
1. Buying at a *sari-sari* store		
2. Buying at a market		
3. Ordering a meal in the *carinderia* (local restaurant)		
4. Consulting a doctor		
5. Talking with the host family		
6. Making arrangements at the Booking Office		
7. Playing at the *PASUGALAN* (Bingo, card games, Mahjong)		
8. Availing services from the beauty parlor/barber shop		
9. Claiming a lost item from the police station		
10. Buying/eating *balot*		
11 Responding to the *pulubi* (beggar)		

II. Other Comments/Suggestions

HOW TO DO IT

SIMULATIONS

WHAT ARE SIMULATIONS?

A simulation is any activity which replicates a real communication situation that would occur in the "outside world." These can be role plays (such as making small talk on the bus), tasks (such as shopping for food) or other things (such as explaining the goals of Peace Corps to a group of farmers).

OBJECTIVES

You can use simulations for a number of purposes:
- To review materials covered
- To apply class room studies
- To assess students' communication skill
- To let Trainees assess themselves in a particular language area

PROCEDURES

- **Organizing Simulations:**

Students are asked to perform appropriately in a number of different situations or topic areas. These might be specific competencies, such as bargaining for a lower price, or topic areas such as getting directions, shopping, socializing, or technical competencies like meeting with villagers or host country officials. Once the trainer has given the Trainees an orientation about the simulation and given them written tasks, groups of trainees move through the various stations. One group will start at a time. There will be four Trainees in one group. After every forty minutes the next group will start.

- **Performing Simulations:**

Each Trainee should spend 10 minutes at each station. After 10 minutes the bell will ring and Trainees should move on to the next station.

- **Processing Simulations:**

After Trainees have the completed the tasks in all stations they will be provided with a self assessment form, they will fill out self-assessment form to fill out.

When the self evaluation form is filled out, one trainer will process the simulations with that group.

After the activity the LC will review the self-assessments and ask for feedback from the Trainees.

- **Alternative Processing:**

The LC collects assessment checklists from the station person and has individual conferences with each Trainee to share feedback and help Trainees to develop strategies to overcome weak areas.

TRAINER PREPARATION

Trainers need to do the following things to ensure the success of any simulation:

- Prepare orientation to the staff about their role and responsibility.
- Collect all the materials needed for the simulation.
- Prepare Trainee self assessment and evaluation checklist.
- Prepare task sheets.
- Prepare different task for one station.
- Find the location for simulation.

TIPS FROM LANGUAGE COORDINATORS

These suggestions were provided by Peace Corps Language Coordinators for ways to make simulations easier to use and more effective.

- It's important to do all these things well ahead of time:
- Orient staff about their roles and responsibilities for the simulation activity.
- Be sure you have all materials needed for the simulation.
- Prepare Trainees' for self assessment checklists.
- Identify and prepare location for simulation.

These should all be done **several days** ahead of time in case you find that something is not available.

SAMPLES FROM THE FIELD

ASSESSMENT SIMULATIONS

Simulations involve developing at least three different pieces of material: Trainee tasks/scenarios, Trainee self-assessment checklists, and trainer assessment checklists. This set of simulation materials was developed by Peace Corps Nepal.

SIMULATION SCENARIOS

A. MEETING WITH TRAINER'S FRIEND	Go to your trainer's (Ram's) house. Your trainer is not at home. Introduce yourself and ask for an introduction from him. Ask for information about his family members, their ages, educational background, occupation and marital status.
B. HOST FAMILY	You are staying with a host family. When you go home, your host father is waiting for you. Since you have recently visited your workplace, your host father wants to know about your post visit. Explain to him where it is, how you got there, the climate at your post, the kinds of food available there, and how you feel about your post.
C. VISIT A RELATIVE OF YOUR HOST FAMILY	One of your host family's relatives have invited you for lunch. You are inadvertently one-half hour late. After greeting them, apologize for being late. Next, your host family's relatives serve you some food. Inquire about the food. There is some food you do not want to eat. Ask your host sister to take out some of the food and explain why you don't like that kind of food. Make small talk with your host brother/sister about some of the differences between American and Nepali culture.
D. SITA'S HOUSE (COMMUNITY HEALTH VOLUNTEERS ONLY)	Sita is one of the village women who has six children. You go to visit her and find that one of her daughters, who is two, is very sick. She has a fever. Ask Sita what is wrong with her daughter and express sympathy that she is sick. Ask Sita if the child has received all the immunizations/vaccinations. If not, give her advice. Ask her if she is using a family planning method and, if not, explain to her about different family planning methods and their importance.

E. RAMILA'S HOUSE (URBAN BASIC SERVICE VOLUNTEERS ONLY)	Ramila is a poor urban woman. As a UBS Volunteer, you want to help her. You go to her and introduce yourself and explain your job. Ask her about family planning methods she uses. Find out if her children are immunized and give her some advice on immunization. Inquire about the education facility in the community.

TRAINEE'S SELF-ASSESSMENT CHECKLIST

	I can do very well	I can do to some extent	I cannot do
A. Meeting with trainers friend			
- Asking for introduction			
- Introduce self			
- Asking information about others age, marital status and family members			
- Discussing one's age, marital status and other family members			
- Inquiring and telling about education and occupation			
B. In own room			
- Giving direction of own post			
- Giving information about transportation for the post			
- Describing about the climate of the post			
- Reporting availability of food, fruits, etc. in your post			
- Expressing feelings about the post			
C. Visit Relative of the host family			
1. Apologizing for being late			
2. Inquiring about served food			
3. Refusing food and giving reasons			
4. Describing differences between Nepali and American Culture			
D. Host Family:			
- Telling training house activities			
- Requesting to go to a movie			
- Explaining that you are not eating dinner tonight with reasons			
E. Sita's House (CHV):			
1. Expressing sympathy			
2. Asking what is wrong with the baby			
3. Asking about immunization and give some advice			
4. Asking the number of family			
5. Explaining the importance of and different methods for family planning that they have been using			

F. Ramila's House (UBS):			
1. Getting family background			
2. Asking about family planning methods			
3. Asking if their child was immunized and give advice for immunization			
4. Asking questions on health			
5. Asking about educational facilities in the community			

Objectives Checklist for Trainer

Trainer will check at what percent he accomplished the objectives.

A. Meeting with trainers friend **Very good** **Good** **Poor**

1. Asking for introduction
2. Giving introduction
3. Asking information about others age, marital status and family member
4. Responding about one's age, marital status and family members
5. Inquiring and responding about education and occupation

B. Host Father Conversation **Very good** **Good** **Poor**

1. Giving direction of own post
2. Giving information about transportation for the post
3. Describing about the climate of the post
4. Reporting availability of food, fruits, etc. in your post
5. Expressing feelings about the post

C. Visit relative of the host family **Very good** **Good** **Poor**

1. Apologizing for being late
2. Inquiring about served food
3. Refusing the food giving reason
4. Telling difference between Nepali and American Culture

D. Host Family: **Very good** **Good** **Poor**

1. Telling training house activities
2. Requesting to go to see movie
3. Explain that you are not eating dinner tonight giving reasons

E. Sita's House (CHV): **Very good** **Good** **Poor**

1. Expressing sympathy
2. Asking what is wrong with the baby
3. Asking about immunization and giving some advice
4. Asking the number of family
5. Telling the importance of family planning and different methods of family planning that they have been using

F. Ramila's House (UBS): **Very good** **Good** **Poor**

1. Getting family background
2. Asking about family planning methods that she has been using
3. Asking if their children were immunized and give advise for immunization
4. Asking questions on health
5. Asking about educational facility in the community

SAMPLES FROM THE FIELD

RATING SHEETS FOR OTHER SIMULATION SCENARIOS

Here are sample rating sheets that can be used by both trainers and Trainees to compare their perceptions on how well Trainees performed in the following situations. The rating sheets for each station are printed separately and filled out. At the end of the simulation the forms are collected and organized by name of Trainee to prepare for the individual feedback conference.

SIMULATION STATIONS - EVALUATION- WEEK 6
Rating scale: 1- Poor; 2 - Fair; 3 - Satisfactory; 4 - Very satisfactory; 5 - Excellent.

Station1 - Socializing at a Party: **LI**____________________

TRAINEE____________________

	Ability to comprehend	**Ability to express self**
• greet people	________	________
• introduce oneself	________	________
• talk about one of your friends	________	________
• respond to questions on personal background: name, country of origin, profession, family relations, marital status, age	________	________
• name and locate rooms and items in a house	________	________

Station 2 - Shopping for Food: **LI**________________

TRAINEE____________________

	Ability to comprehend	**Ability to express self**
• select food (container, quantity, quality, price)		
• express preferences		
• ask the price of selected items		
• pay for food (identify and request correct amount of change for a purchase)		

Station 3 - Eating Out: **LI**________________

TRAINEE____________________

	Ability to comprehend	**Ability to express self**
• order food at a restaurant		
• express food preferences		
• ask for the bill and pay the bill		
• cancel a wrong order		
• express compliments		

Station 4- Orientation in the Street: **LI**________________

TRAINEE____________________

	Ability to comprehend	**Ability to express self**
• ask and tell the time		
• ask about directions to a place		
• give directions to a place		
• follow simple directions		

Station 5- At the Railway Station: **LI**________________

TRAINEE____________________

	Ability to comprehend	**Ability to express self**
• ask about bus/train fares		
• read train schedules		
• reserve a seat, buy a ticket		
• ask for help, explanations on the trip (departure/arrival time, where to get off)		

HOW TO DO IT

INDIVIDUAL CONVERSATIONS

RATIONALE

There are several advantages to having Trainees converse one on one with a native speaker whom they don't know well. For example, teachers get used to hearing the target language as spoken by Trainees. Because of this, teachers often can understand Trainees despite pronunciation problems or inaccurate use of the language which would make them incomprehensible to another listener. Other advantages are listed in the overview to informal assessment activities earlier in this section.

PROCEDURES

Trainees are matched one-on-one with a native speaker and they have a conversation. It may be helpful for you to provide suggestions on what to talk about, or even explicit directions on how to achieve one of the competencies you have been practicing. However, the basic purpose of the individual conversation is to allow for an open-ended conversation that will reflect the interests and abilities of the participants, Therefore, you don't want to structure it too much.

- You may choose to have trainers observe and evaluate the Trainees performance, but it's also important to let the native speaker give you an idea of what he or she thought of the Trainee's proficiency, too. As with all Peace Corps assessment activities, it's important to give the Trainees an opportunity to rate their own performance.

TIPS FROM LANGUAGE COORDINATORS

These suggestions were provided by Peace Corps Language Coordinators for ways to make individual conversations easier to use and more effective:

- Provide topics to both Trainees and community memberson topics (family members, likes and dislikes, daily activities, social activities, occupation) for the interview. Try to set these guidelines while the Trainees and outsiders are together as a group.
- Carefully select community members for understanding the purpose of the conversation and their patience with non-native speakers.

- Since conversation participants are usually non-PC staff, try to provide tea or coffee and refreshments for them.
- Review with outsiders the assessment criteria for the conversation.
- Allow time for feedback as a group on the results and reactions to the individual conversations. Remember that reactions will be different, depending on the Trainee.
- Instruct Trainees on the cross-cultural features of courtesy, salutations and leave-takings.
- Keep times appropriate; a few minutes is enough! At the beginning of PST, 15 minutes is sufficient. Later, one half hour is enough.
- Stay out of the conversations; let the Trainees handle it!

HOW
TO DO IT

COMMUNITY CONTACT ASSIGNMENTS

USING APPLICATION ACTIVITIES FOR ASSESSMENT

Applying what one has been practicing in the classroom to a real-world situation is an essential part of language-learning. Section 4 of this Resource Kit (Materials Development) provides specific recommendations about including out-of-class activities or *applications* for each language lesson. Turning language practice activities into assessment activities merely requires applying principles of Peace Corps Assessment: making sure you have developed a systematic system for giving trainees feedback on their performance (and getting their own self- assessment, too). In task-focused activities, the feedback may consist of whether or not the Trainee was able to get the object or information that was required. In Section 8 (PST) you can find further descriptions of design criteria and suggestions on organizing different kinds of community contact assignments, as well as specific examples from the field.

TIPS FROM LANGUAGE COORDINATORS

Peace Corps Language Coordinators suggest these ways to make community contact assignments easier to use and more effective as assessment techniques:

- Notify community members of the assignment, their role and offer suggestions or guidelines. (e.g., speak in target language).
- Review procedures with Trainees.
- Review any accompanying self-assessment activities with the Trainees after the community contact activity.
- Provide feedback to community members on the results and thank them for their help.

HOW TO DO IT

PORTFOLIOS

WHAT IS A PORTFOLIO?

Usually associated with artists, a portfolio is a collection of work samples that represents the wide range of things an artist is able to do, such as realistic oil paintings, commercial drawings and water-color designs. For Peace Corps language programs, a portfolio kept during PST is an excellent way for language teachers and PC Trainees to keep track of progress throughout the program. Portfolios allow language trainers to record progress of their students throughout PST, and even IST, and may help to predict a Trainee's rating on the PC LPI.

WHAT DO YOU KEEP IN A PORTFOLIO?

A portfolio is not an assessment but a way of recording and referring to other forms of assessment we have discussed throughout the PST. A portfolio might include some or all of the following:

- Samples of Trainee's homework assignments;
- Trainer's weekly or daily logs on Trainee's progress;
- Trainee journal entries on language progress;
- Trainee reflections and trainer's notes on classroom work;
- Trainee self-assessments on community contact activities;
- Trainer checklist on Trainee performance on simulations;
- Trainee self assessments on simulations;
- Trainer observations of Trainees in classroom situations (role-plays, speaking with other Trainees, communicating with the trainer);
- Other Trainee self-assessments;
- Results of the Practice PC LPI;
- Results of the end of PST LPI.

HOW DO YOU KEEP A PORTFOLIO?

A portfolio can include tapes, paper records, pictures or any other way of showing how Trainees' language has progressed. One way to keep all the information together is a folder. If tapes are used, the tapes can be kept in a central location (so they aren't lost), and a paper describing what is on the tape (a PC LPI or practice LPI, a tape of a role play in class, a tape of a Trainee in a simulation) can be kept in the folder.

WHAT ARE SOME USES FOR A PORTFOLIO?

- The primary use of the portfolio is to help the language trainer and the Trainee to regularly review the Trainee's accomplishments in learning the language.
- A portfolio kept throughout PST can show both the language trainer and Trainee how much progress has been made during PST.
- It can also show how important the different assessment tasks used in class -- role-plays, simulations, other activities -- are in helping Trainees learn the language.
- A portfolio can also provide the language trainer with information about Trainee progress during PST to share with the Language Coordinator. Therefore, a portfolio can be used for evaluation of language trainers and of the whole PST (see also the section on the PST evaluation).

HOW CAN VOLUNTEERS USE PORTFOLIOS TO KEEP TRACK OF PROGRESS DURING THEIR PC SERVICE?

Trainees can also keep track of their own progress during PST and throughout their Peace Corps service by reviewing self-assessment forms, their PC LPI scores at the end of PST and after one year of service (at posts where the PC LPI is administered at ISTs) and by working with tutors to look at their progress.

TIPS FROM LANGUAGE COORDINATORS

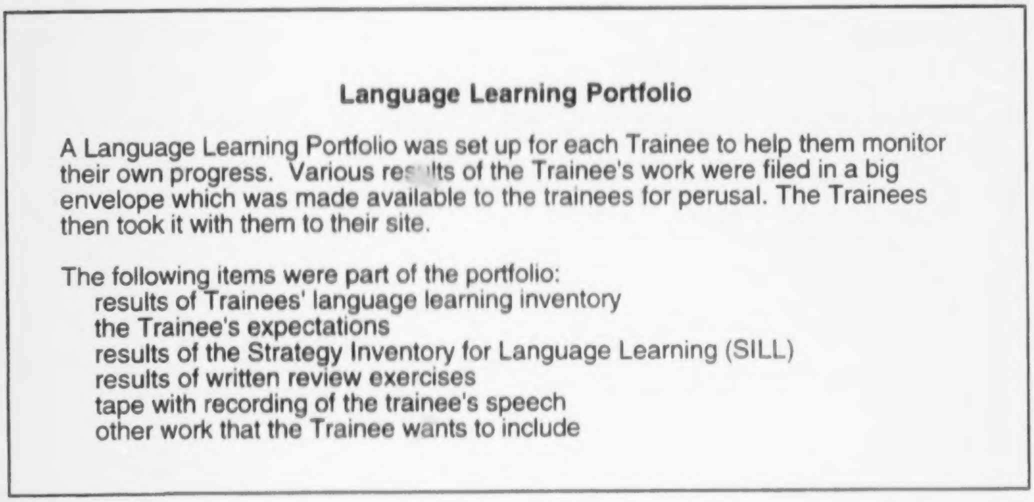
Language Coordinators have the following suggestions for maximizing the effectiveness of portfolios in the assessment process:

- Include important documents that indicate a Trainee's proficiency.
- Don't try to include everything.
- Include self assessments/competency checklists; teacher assessments/ competency checklists; simulation/role play scores, tape recording, writing samples, Practice LPI scores and any other important information.
- Share information with Trainee.
- Encourage Trainees to participate in the portfolio and to contribute to it.

SAMPLES FROM THE FIELD

LANGUAGE LEARNING PORTFOLIO

The Czech Republic developed this description of the portfolio system they developed for use in their PSTs.



Language Learning Portfolio

A Language Learning Portfolio was set up for each Trainee to help them monitor their own progress. Various results of the Trainee's work were filed in a big envelope which was made available to the trainees for perusal. The Trainees then took it with them to their site.

The following items were part of the portfolio:
results of Trainees' language learning inventory
the Trainee's expectations
results of the Strategy Inventory for Language Learning (SILL)
results of written review exercises
tape with recording of the trainee's speech
other work that the Trainee wants to include

HOW
TO DO IT

ADMINISTERING THE PRACTICE LPI

USING THE LPI FOR INFORMAL ASSESSMENT

Because the PC LPI carries so much weight for PST, many posts administer a Practice LPI (also called a Mock LPI) once or twice during PST. The purposes of this Practice LPI include:

- **Practice for Trainees.** To avoid nervousness on the final LPI and to help Trainees become accustomed to the LPI format, Trainees are administered the LPI under similar conditions to the final LPI. This procedure helps them to prepare for the structure of the final LPI.
- **Feedback to Trainees.** A Practice LPI allows Trainees to find out their LPI rating before it carries any real weight. After receiving their rating, the Trainee can work with their LI on specific proficiency issues.
- **Feedback for LI.** LIs also need feedback on the effectiveness of their teaching. A Practice LPI will help them to see how proficient the Trainees in their class are becoming.
- **Evaluation.** At posts where Trainees are required to reach a certain proficiency level before being sent to the field, the Practice LPI allows all parties- Trainees, LC, LI- to reflect on the progress needed to reach this level, as well as to gauge progress between the Practice LPI and the final LPI.

The Practice LPI should not be given until at least one month to six or eight weeks into PST. Halfway through PST (about 6 weeks) is ideal, because Trainees still have a great deal of time to effect progress.

TIPS FROM LANGUAGE COORDINATORS

- Schedule testers during Pre-PST.
- Ensure that there are sufficient rooms for quiet, uninterrupted interviews.
- Review purposes and procedures with trainers and Trainees.
- Provide sufficient tapes and tape recorders for Practice LPI.
- Tape the Practice LPIs for more feedback .
- Remind Trainees this is just practice activity, not evaluation.
- Share testers' notes with Trainees.
- Provide results to trainers and Trainees.
- Explain results; don't just give rating.

OVER VIEW

INTRODUCTION TO THE PEACE CORPS LANGUAGE PROFICIENCY INTERVIEW

FORMAL ASSESSMENT AND THE LPI

This section addresses the formal assessment measure used by Peace Corps: the Peace Corps Language Proficiency Interview, or PC LPI. In the CD ROM, we have included information about preparing for a PC LPI tester training workshop.

- This formal assessment measure is administered at the end of the PST to determine the level of speaking proficiency that Trainees have achieved. During the PST, many informal assessment activities can be used to help trainers and Trainees see a general picture of Trainees' proficiency. Some posts even administer a Practice PC LPI a few weeks before the final LPI to help trainers and Trainees become accustomed to the procedures.

WHAT IS THE LPI?

The PC LPI is a face-to-face interview conducted by a certified PC LPI interviewer. It is always audio taped in case of a rating dispute.

USING THE LPI WITH OTHER ASSESSMENT CRITERIA

It is recommended that posts use a set of criteria, and not just the LPI, for a final assessment of the Trainee's proficiency. This might include a score on the LPI, the Practice LPI, a teacher assessment, a technical language task assessment or an assessment of a portfolio kept throughout the PST. If multiple measures such as this are used for final evaluation of a Trainee, it is very important to keep good records. It is also important to have consistent procedures. For example, at some posts, the LPI is weighted for 50% of this final evaluation and the other measures might contribute 10%, 20% and so on, based on the post's decision on what is important for the post. An example can be found in the CD ROM of how Ecuador rates the different components on which a Trainee is evaluated at the end of PST.

Please carefully read all materials on the PC LPI. Some information may be different from that provided in the past.

HOW TO DO IT

PEACE CORPS LANGUAGE PROFICIENCY INTERVIEW

WHAT IS THE PEACE CORPS LANGUAGE PROFICIENCY INTERVIEW?

The Peace Corps Language Proficiency Interview (LPI) is a 5- to 30-minute conversation between a Peace Corps-certified tester and a Peace Corps Volunteer. The LPI is usually conducted by one tester, although sometimes two testers are present. When there are two testers, one conducts the interview and the second primarily listens and takes notes.

WHY DO WE ADMINISTER THE PEACE CORPS LPI?

The purpose of the LPI is to determine the oral proficiency level of Peace Corps Trainees and Volunteers in the language or languages in which they have been trained.
The results of the Peace Corps LPI can do the following:

- inform Trainees or Volunteers of their progress in the language(s);
- provide information to the Language Coordinator of the program's success in language training;
- provide information on the program as a part of a program evaluation.

WHO ADMINISTERS THE LPI?

Peace Corps LPI-certified testers administer the LPI only to Trainees and Volunteers. Testers become certified by participating in a four- or five-day workshop, sponsored by Peace Corps Washington. This workshop, which is conducted by a Peace Corps LPI tester trainer, focuses on administering and rating the LPI. All LPIs are tape recorded.

WHY IS THE PC LPI TAPE RECORDED?

PC LPIs are tape recorded for both feedback to the Volunteer and as documentation in case of a rating dispute by the Volunteer. The PC LPI tape can provide information to Volunteers on their progress in the language if they compare interviews conductred at different times in their service. In case of a rating dispute, the tape can be rated by a second rater (The Language Coordinator or the PC Washington Language Coordinator should always be contacted in case of a rating dispute). The LPI tape is stored for two years or throughout the Volunteer's service, whichever is longer.

WHO CERTIFIES THE PEACE CORPS LPI TESTERS?

Each Peace Corps tester training workshop is conducted by a Peace Corps LPI tester trainer. Workshop participants must meet certain criteria to be certified. First, they must attend all workshop sessions. In addition, certified testers must demonstrate their rating ability by accurately rating ten sample tapes. They must also submit two practice LPI interviews which are reviewed by the tester trainer for appropriateness. All the criteria are reviewed by an LPI Tester Review Committee. Participants are notified by letter if they are certified.

WHEN IS THE PEACE CORPS LPI ADMINISTERED?

The Peace Corps LPI is administered to Trainees at the end of Pre-Service Training. It can also be administered after one year of service and at close of service.

HOW LONG DOES CERTIFICATION LAST?

Certification is valid for four years from the date of certification or until the next tester training is held for a post. At this time, testers are required to participate in the tester trainer workshop . If a workshop is held for the post and a formerly certified tester does **not** attend or is not certified, then certification lapses and the tester can no longer administer the LPI.

WHAT DOES CERTIFICATION MEAN?

Certification allows the Peace Corps LPI tester to conduct Peace Corps LPI with Peace Corps Trainees and Volunteers. It does **not** certify testers to conduct official interviews with others. However, the techniques testers learn during the Peace Corps LPI tester training workshop are often helpful for testers who also teach languages. Testers who are language teachers are encouraged to apply what they have learned to assess their own students, but they cannot receive any official score report or certification.

HOW OFTEN ARE TESTER TRAINING WORKSHOPS CONDUCTED?

Each year, approximately three workshops are conducted in each region. Therefore, tester training workshops are conducted approximately every four years at posts. This training time corresponds with the length of time of certification. Because of limited funds and the logistics of scheduling complementary workshops in a region, sometimes workshops are not held every four years. In such cases, the language tester coordinator can extend certification if it is requested.

HOW CAN I REQUEST A TESTER TRAINING WORKSHOP?

Because workshops are a part of the IPBS process, the country-wide plan and the Regional plans, it is important to work with the Country Director and other staff at post to alert them that a tester training is needed.

The following are good reasons to request a Peace Corps/LPI tester training workshop:

- Certification has lapsed or will lapse during the year;

- Sufficient certified testers are no longer available for testing.

Planning for a tester training workshop should be part of the post's yearly plan. Language Coordinators should work with other staff at post to request tester training during the year **before** tester training will be needed.

WHOM SHOULD I CONTACT WITH QUESTIONS ABOUT PEACE CORPS LPI TESTER TRAINING OR PEACE CORPS LPI?

All questions about Peace Corps tester training or the Peace Corps LPI should be directed to the Peace Corps Language Testing Coordinator in Washington DC.

USEFUL INFORMATION

FREQUENTLY ASKED QUESTIONS ABOUT THE PC LPI AND LPI TESTER TRAINING

WHAT IS THE PEACE CORPS LANGUAGE PROFICIENCY INTERVIEW (LPI) TESTER TRAINING PROGRAM?

The Peace Corps LPI Tester Training Program trains language teachers and specialists to give the Peace Corps LPI to Volunteers at the end of Pre-Service Training, during service and at the close of service. This program consists of a four-or five- day workshop during which workshop participants learn about the Peace Corps LPI and the scale used to rate the Peace Corps LPI. During the workshop, participants both observe and practice administering and rating the LPI. From 1969 until October, 1996, the LPI Tester Training Program was carried out through a contract with the Educational Testing Service. The Peace Corps LPI Tester Training Program, including tester training workshops and the collection and organization of Volunteer testing scores is now housed at Peace Corps Washington. All information should be forwarded to the Language Testing Coordinator at Peace Corps Washington.

WHAT IS THE PEACE CORPS LPI?

The purpose of the Peace Corps LPI is to determine the oral proficiency level of Peace Corps Volunteers. The Peace Corps LPI usually consists of a 5- 30 minute conversation, during which the Peace Corps-certified interviewer determines the level of speaking skill of the interviewee. The interview has several parts, including a warm-up and questions designed to probe for a participant's proficiency level. The interview is recorded so that the interviewer can review it, if needed. The Peace Corps LPI is rated according to the ACTFL Guidelines, a scale which describes a Volunteer's language proficiency.

WHAT ARE THE ACTFL GUIDELINES?

Peace Corps has used the ACTFL Proficiency Guidelines to rate the Peace Corps LPI since 1989. The ACTFL Proficiency Guidelines use five assessment criteria: Functions, Context, Content, Accuracy and Text Type. These criteria are used to assess the language demonstrated by Volunteers during the Peace Corps LPI. These criteria are holistic, however; in other words, a Volunteer's score is based on the overall performance and not on one criterion.

The ACTFL scale has four major levels, Novice, Intermediate, Advanced and Superior. The Novice, Intermediate and Advanced levels also have sub-levels: Novice-Low, Novice-Mid, Novice-High; Intermediate-Low, Intermediate-Mid, Intermediate-High; and Advanced and Advanced-High. Workshop participants learn the detailed descriptions for each level, listen to audiocassette samples at each level, and watch videos of Peace Corps LPI performances at each level.

HOW IS THE LPI DIFFERENT FROM TRAINING RECEIVED ON THE FOREIGN SERVICE INSTITUTE (FSI) RATING SCALE?

For a number of years, the spoken language proficiency of Peace Corps Trainees and Volunteers was assessed according to the language interview developed by the Foreign Service Institute in Washington, DC. Until 1969, FSI staff administered most Volunteer interviews. In 1969, Peace Corps contracted with the Educational Testing Service to assume responsibility for the language proficiency interview testing program and the training of Peace Corps staff and language teachers to administer the FSI interviews to Volunteers. In the 1980s, an academic rating scale parallel to the FSI scale, the ACTFL Guidelines, was developed.

The ACTFL Guidelines have been used by Peace Corps since 1989.The FSI scale is slightly different from the ACTFL scale. The FSI interview evaluates the interviewee's mastery of specific linguistic areas: Pronunciation and Accent, Grammatical Accuracy, Vocabulary, Fluency, and Listening Comprehension, compared to the ACTFL levels described in Question 3. Scoring is based on a six-point numerical system, with 0 as the lowest score and 5 the highest score. Each of the six levels has a specific description which helps the tester to decide which category best describes the interviewee's interview performance. A supplementary rating system was also adopted to allow for the considerable increase from one numeric category to the next highest one. Each category score except five was modified to include a plus (for example, 1+, 2+, etc.) to show that the interviewee's proficiency exceeds the minimum requirements for the category but does not reach the next higher category.

WHO ARE THE TESTER TRAINERS?

The tester trainers, who carry out the tester training workshops, are college and university professors or language professionals in the United States and Canada. The trainers are certified to conduct workshops on the Peace Corps LPI and have conducted workshops on the ACTFL Guidelines. The trainers for the Peace Corps tester training workshop are usually contractors for Peace Corps.

WHAT RATING SCALE IS USED FOR THE LPI?

The ACTFL scale is used in the Peace Corps LPI workshop. During the workshop, participants review the rating scale, the differences between levels and interviewing techniques. Detailed descriptions are also included in the training manual.

WHY IS THE TERM ACTFL USED IN THE TRAINING ?

The term ACTFL is used in the Peace Corps LPI tester training workshop to identify the rating scale used in the workshop. This scale is also used by ACTFL in their certification workshops.

HOW DOES ACTFL OPI CERTIFICATION DIFFER FROM PEACE CORPS CERTIFICATION?

Peace Corps certification is the certification received by individuals who participate in the Peace Corps Language Tester Training Workshop and successfully meet the certification criteria for the program. ACTFL certification is granted to participants of ACTFL-sponsored workshops who successfully complete the certification criteria for the ACTFL organization. It is important to note that participants will receive Peace Corps LPI certification and not ACTFL certification.

WHAT IS THE DIFFERENCE BETWEEN THE LPI AND THE OPI?

The Peace Corps Language Proficiency Interview (LPI) is used to describe the interview and rating used in Peace Corps as opposed to the Oral Proficiency Interview (OPI) which is used to describe the interview and rating for ACTFL purposes. The distinction is necessary to acknowledge and reflect the differences in the training and certification needs and procedures of language interviewers/testers trained at Peace Corps sites from those trained by ACTFL for application within the American academic community. The OPI procedure seeks to probe global language proficiency skills in a wide range of language contexts. The Peace Corps LPI also seeks to probe global language proficiency skills, but within the language content and context areas relevant to Peace Corps activities and work tasks. Therefore, the context for and content of the Peace Corps LPI is different than that of the OPI and the two interviews are not necessarily identical. The scale used to rate both interviews, however, is identical.

WHAT ARE THE CRITERIA FOR PEACE CORPS CERTIFICATION?

Peace Corps LPI workshop participants are evaluated on the following criteria:

- Attendance at and participation in the workshop;
- Performance on the practice interviews during the workshop;
- Accuracy in rating the ten testing tapes of taped interviews;
- Evaluation of interview structure, elicitation techniques and rating reliability on two tape-recorded interviews conducted by the participant and submitted to the trainer by the end of the last day of the workshop.

HOW LONG WILL IT TAKE TO FIND OUT ABOUT CERTIFICATION?	The amount of time for notification of participants' certification varies, depending on the schedule of the trainer who travels to the country to conduct the workshop. Certification decisions will not be made until two weeks after the tester trainer returns to the United States. All participants are notified through personal letters. All letters are sent to the Country Director of the Peace Corps post via diplomatic pouch (which can take from two to six weeks). Therefore, it may take about two months for participants to receive notification.
HOW ARE CERTIFICATION DECISIONS MADE?	Certification decisions are made by a Review Committee consisting of the Language Testing Coordinator and two language experts who consider suggestions made by the tester trainer. Certification is based on the criteria listed in Question 10, above.
IN HOW MANY LANGUAGES CAN A PARTICIPANT BE CERTIFIED?	A tester can be certified in as many as five languages, as long as the Language Coordinator can verify that the tester is proficient in all the languages listed. (The tester trainer, in most cases, will not be able to verify a participant's language proficiency in local languages.)
CAN PARTICIPANTS ADMINISTER THE PC LPI IN ENGLISH OR OTHER LANGUAGES IN WHICH THEY HAVE NOT BEEN CERTIFIED?	Testers cannot be certified to test in English. Testers can be certified to test in up to five languages but can test **only** in the languages in which they have been certified to test.
CAN TESTERS TEST PEOPLE WHO ARE NOT PEACE CORPS VOLUNTEERS?	Testers cannot **officially** test individuals who are **not** Peace Corps Volunteers. Testers who are teachers are certainly encouraged to apply what they have learned for evaluations of their own students, but they cannot receive official score reports or certificates.
HOW LONG DOES CERTIFICATION LAST?	Certification is valid for four years from the date of certification. At the end of this time, testers are encouraged to participate in the next tester training workshop.

IF A PARTICIPANT IS NOT CERTIFIED AFTER A WORKSHOP, WHAT CAN THE PARTICIPANT DO TO RECEIVE CERTIFICATION LATER?

To be certified at a later time, participants who are not certified must participate in another tester training workshop and meet the criteria when another tester training workshop is offered in the region.

HOW CAN CERTIFIED TESTERS BE RECERTIFIED?

Peace Corps recommends that all certified testers carefully review the training manual and training tapes and discuss the scale and interview techniques with other certified testers during the three-year certification. Peace Corps also recommends that all certified testers participate in the refresher workshops offered by many sites on an annual basis. After certification lapses, testers must participate in another language testing workshop when offered at the site.

CAN THE PEACE CORPS LPI BE CONDUCTED WITH TWO TESTERS INSTEAD OF ONE? IF SO, HOW?

The Peace Corps LPI can be conducted with two testers, pending approval from the Country Director. The first tester would conduct the interview and the second tester would observe and take notes on the testing technique (to offer feedback to the first tester on the performance). The second tester can participate in a role play situation, if appropriate. The two testers can then consult with each other before determining the interviewee's rating. Please note that the Peace Corps LPI is just as effective if conducted with just one tester.

CAN PEACE CORPS VOLUNTEERS USE PEACE CORPS LPI RATINGS IN THE UNITED STATES TO OBTAIN COLLEGE CREDIT?

Peace Corps Volunteers should contact the college or university of their choice to see if the institution will accept an LPI rating for credit or exemption from specific language courses. Volunteers need to have records of their score via the official signed score report or written verification from the Country Director.

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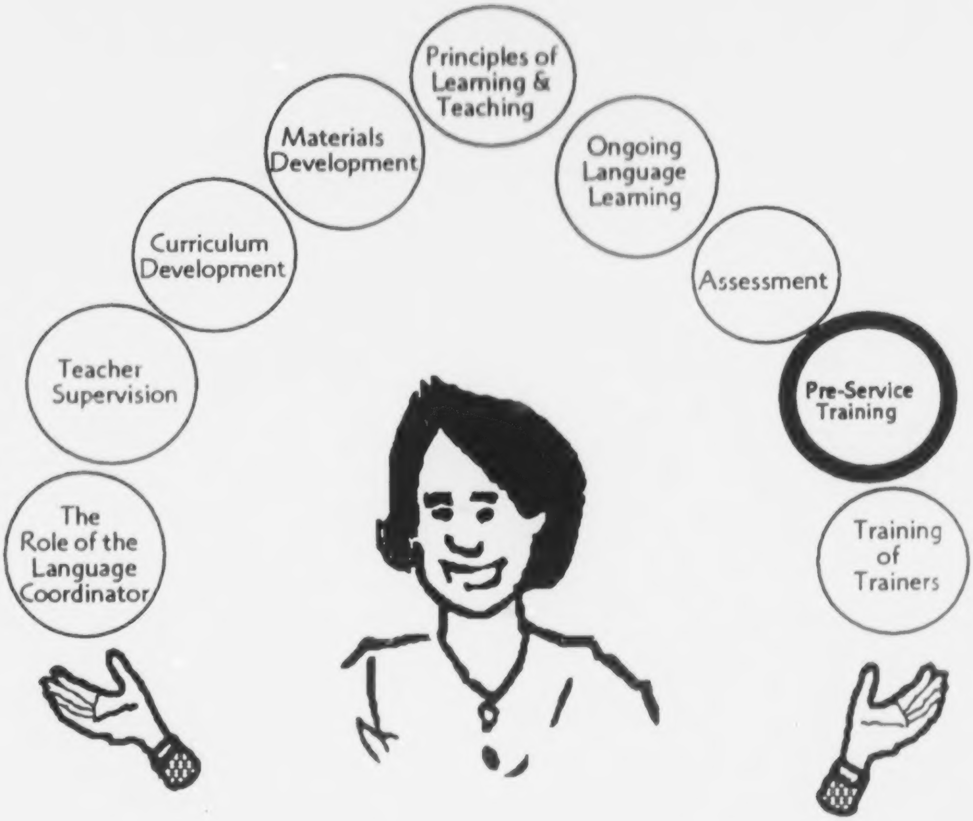
LANGUAGE COORDINATORS RESOURCE KIT

SECTION EIGHT

PRE-SERVICE TRAINING


The Role of the Language Coordinator
Teacher Supervision
Curriculum Development
Materials Development
Principles of Learning & Teaching
Ongoing Language Learning
Assessment
Pre-Service Training
Training of Trainers

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ICE Publication Number T0098
February 1998

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LANGUAGE
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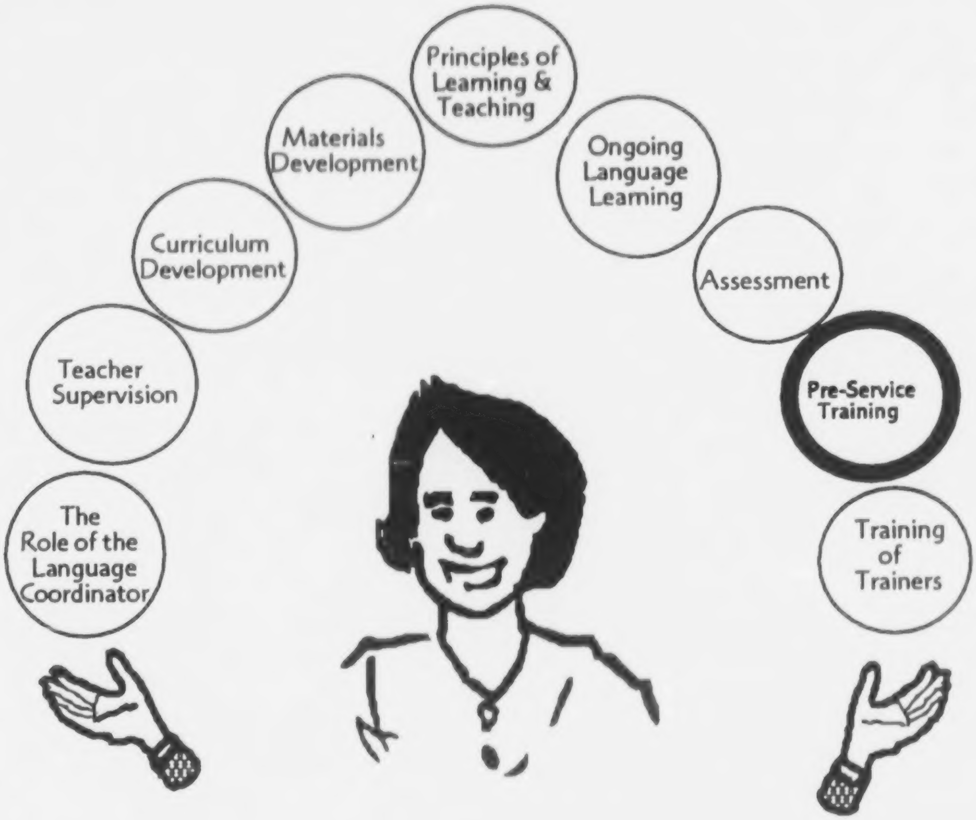
SECTION EIGHT

PRE-SERVICE TRAINING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Peace Corps' Information Collection and Exchange (ICE) makes available the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts to development organizations and workers who might find them useful. ICE collects and reviews training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps-generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

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RESOURCE KIT
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PRE-SERVICE TRAINING

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SECTION EIGHT: PRE-SERVICE TRAINING

PRE-SERVICE TRAINING

The Pre-Service Training (PST) is probably the central event in the professional life of a Language Coordinator. The tasks of curriculum and materials development usually focus in large part on this training event. The issues of teacher supervision and training also usually occur in the context of preparing your staff for the training. Because of this, it's easy to begin thinking of your job solely in terms of the PST. But it's important to remember that the PST is only one part of the whole training cycle that encompasses the entire "life-span" of a PCV.

PST AND THE PEACE CORPS TRAINING CYCLE

The whole cycle of training --of which the PST is an important part--includes some or all of the following key events, and as a Language Coordinator you may be involved in many of them. It's important to remember the whole training context as you begin to think about the design of the PST, so that it can be linked with the PCVs' experiences after swearing-in.

- **Invitation Packet**
  Official invitation to serve with Peace Corps includes a medical kit, country and assignment specific information (issued by VRS/Placement Office);
- **Pre-Departure Orientation (PDO)**
  Stateside orientation presents a brief look at expectations for Peace Corps training and country specific issues (2 days);
- **Pre-Service Training (PST)**
  In-country event prepares for the first six months of service by focusing on language, technical, cross-cultural, personal health and safety issues (8-15 weeks);
- **In-Service Training (IST)**
  In-country sessions reinforce language and technical skills (generally presented at six months to a year of service, 3-8 days);

- **Mid-Service Conference (MSC)**
In-country sessions review service to date and provide additional skills (generally held as close to the mid-point of service as possible, 3 days).
- **Close of Service Workshop (COS)**
In-country session prepares PCVs for re-entry into American culture (presented approximately three months prior to departure, 3 days).

PEACE CORPS TRAINING PHILOSOPHY

Peace Corps Training is based on the philosophy described below. Additional information about Peace Corps training goals and underlying assumptions can be found in Section 5 (Principles of Learning and Teaching) of this Resource Kit.

The process of Peace Corps training is based on the principles of experiential adult learning. These methodologies and techniques demonstrate respect for each Trainee and trainer as adults possessing valuable individual experiences and skills. As you develop training programs, strive to build on this knowledge and involve both the Trainees and trainers in the learning and teaching process. The content of training is largely determined by the knowledge, skills and attitudes required to implement the project in question. All Peace Corps training events should:

- represent collaborative efforts between Peace Corps staff, host agencies, training contractors and Volunteers.
- develop the knowledge, skills, and attitudes required by PCVs to successfully implement projects and to integrate into their communities.
- present and/or reinforce a model of the development process that promotes self-sufficiency, community needs assessment and recognition, problem analysis, critical thinking, and problem solving.
- integrate each component within a given training event and build upon previous training events.
- include mechanisms for evaluation of Trainees and Volunteers, immediate feedback, and constructive recommendations.

As you develop PSTs, conduct training program evaluations, or complete any training-related task, incorporate this philosophy into your work.

WHAT THIS SECTION CONTAINS

This section focuses on the issues involved in organizing and carrying out the PST. Many of the important preparatory steps for this process (curriculum development, materials development, recruiting, hiring and training teachers) are dealt with in other sections of this resource kit and will not be discussed here.

This section focuses on areas that most Language Coordinators are responsible for in a typical PST:

- getting organized for PST: making logistical arrangements and planning pre-service staff training events such as TOTs (Training of Trainers) and SDWs (Staff Development Workshops)
- setting up training design and schedule
- issues in PST design:
  - lesson planning
  - integration with other sectors
  - teaching more than one language
  - grouping and rotation Trainees and teachers
  - fostering self-directed language learning
  - using out of class activities
  - providing elective classes
  - community-based training
  - effective training activities
- evaluating the PST
- writing final reports

WHAT NEEDS TO BE DONE

IDENTIFYING PST DEVELOPMENT NEEDS FOR YOUR PROGRAM

Every post has a different set of things that need to be done to ensure that there is a well-developed training component for language training in the Pre-Service Training. In some countries, the training program is well-established, and the post has many years of experience designing and implementing PSTs. In other countries, there may be little or no previous experience. And of course, every country has, at one time or another, a "start-up program" in which the post is programming Volunteers into a new technical area or a new region of the country, or piloting a new training model, such as community-based training.

Peace Corps Language Coordinators developed a brief checklist to help you determine what needs you have in your program in the areas of PST design and implementation. For each of the items below, select the letter of the response that best describes PST development at your post:

A. Completed successfully
B. Completed, but needs revision
C. Not completed, and it needs to be done
D. Not completed, but not important at present

Items that you mark with a B or C will probably need further development.

PST DEVELOPMENT NEEDS

_____ 1. Training description for the language component

_____ 2. PST training schedule

_____ 3. PST administrative schedule

_____ 4. PST training supplies checklist

_____ 5. TOT and SDW training designs

_____ 6. Procedures and schedule for teachers meetings during PST

_____ 7. Formal and informal assessment procedures and schedules for teachers

_____ 8. Forms for teacher observation and feedback

_____ 9. Formal and informal assessment procedures and schedules for trainees

_____ 10. System and schedule for on-going trainee feedback about the language component

_____ 11. Established format for lesson plans and procedure for keeping them (if appropriate)

_____ 12. System for recording and preserving most effective activities

_____ 13. Plan for grouping students and rotating teachers

_____ 14. Well-developed schedule of sessions to encourage self-directed language learning

_____ 15. List of possible elective courses

_____ 16. Well-developed array of community contact activities

_____ 17. Outline and format for language component final report

_____ 18. Systems for compiling information needed for final reports

TIME LINE

SUGGESTED SCHEDULE FOR LANGUAGE COORDINATOR TASKS DURING PST

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks that LCs are responsible for during the PST. Separate timelines for curriculum development, materials development, and teacher selection and training, are included elsewhere in this manual, and pre-PST planning is covered in more detail later in this section.

PST TIMELINE (FOR A 12-WEEK PST)

WEEK ONE	• PST Staff meetings • Oversee lesson-planning activities. • Introduce language program to Trainees • PST Staff meetings. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Oversee lesson-planning activities.
WEEK TWO	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Re-group Trainees. • Develop and present sessions for Trainees about language learning .

WEEK THREE	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Rotate teachers.
WEEK FOUR	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Develop and present sessions for Trainees about language learning .
WEEK FIVE	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments).
WEEK SIX	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Mid-PST assessment of language program • Mid-PST assessment of Trainees • Re-group Trainees. • Develop and present sessions for Trainees about language learning.
WEEK SEVEN	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments).
WEEK EIGHT	• PST Staff meetings • Oversee lesson-planning activities. • Develop and present sessions for Trainees about language learning.

WEEK NINE	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Conduct LPI Refresher Workshop. • Re-group Trainees.
WEEK TEN	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Develop and present sessions for Trainees about language learning.
WEEK ELEVEN	• PST Staff meetings • Oversee lesson-planning activities. • Develop and present session(s) about tutors and using informants. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Administer LPI.
WEEK TWELVE	• PST Staff meetings • Oversee lesson-planning activities. • Plan and coordinate language activities outside the class (field trips, contact assignments). • Instructors' assessments of Trainees • Trainees' self-assessment • Evaluation of teachers • Evaluation of PST • Write PST report.
THROUGHOUT PST AS NEEDED	• Schedule remedial tutoring and review work. • Ensure integration with other training components. • Meetings with host families

OVER VIEW

PRE-PST PLANNING AND PREPARATION

The months before the beginning of PST will probably be your busiest time as a Language Coordinator. That's when all the various elements of your job need to come together. In addition to the tasks of organizing materials development and recruiting, hiring and training teachers, you need to plan for some of the other tasks you will be responsible for during PST. In this section we discuss some of those tasks which are not described in detail in other sections of this Resource Kit.

DEVELOPING YOUR PRE-PST PLANNING CHECKLIST

The months before the beginning of PST are when you need to make sure that everything is ready. It's useful to have a week by week time line of everything that needs to be done. In other sections of this Resource Kit we have included timelines of specific parts of the job. The challenge is to integrate various parts of your job so that everything is accomplished in plenty of time to review and revise as needed. We have included a sample planning checklist developed by the Language Coordinator in Peace Corps Bulgaria to serve as an example of how Pre-PST Planning integrates such tasks as needs assessment, curriculum design, materials development, and teacher recruiting, hiring and training.

IDENTIFYING AND OBTAINING MATERIALS AND SUPPLIES

Materials that you will need for PST comprise not only the teaching materials that you have developed, but also a variety of supplies to make your teachers more effective and their classes more engaging. The Materials Development Section of the this Resource Kit contains suggestions for this. In this section we also include a list of other supplies that you may want to include in your inventory for language classes. Of course, you will need to take into account the realities of the overall training budget for the PST and how much of that money can be allocated for the Language Sector, but having a clear idea of the kinds of equipment and supplies you would like for your program will enable you to start budget requests in plenty of time, thereby improving the liklihood of receiving funds.

DEVELOPING YOUR PROGRAM DESIGN AND POLICIES

Section 4 of this Resource Kit identifies some of the pre-departure materials that you will need to develop well in advance of the Trainees' arrival in country. Whether for the Welcome Letter to the Trainees, or as a means of orienting the rest of the training staff about your language program, you will need to develop a concise description of the goals, methods and other features of your program. Later in this section you will find more information on criteria for goals and program design features, but the following things will need to be decided well before training begins and should be included in the written overview of the language program:

- the duration of training and the number of hours.
- goals of language training
- description of teaching methods
- policies for classroom placement and selection
- description of materials
- information on testing procedures and dates
- information on important logistical aspects such as location of training, use of host families.

ORGANIZING THE PRE-PST TRAINING EVENTS

The two major staff training events that you will be involved with are the Language TOT and the Staff Development Workshop. The issues involved in designing and conducting these events are discussed in Section 9 of this Resource Kit. The TOT is totally your responsibility. The Staff Development Workshop may be the first time you work with other sectors of the PST staff such as Technical Coordinator or instructors. It is also the time when the final allocation of hours and features of the training design will be finalized so you will probably have to play a role both in organizing and participating in the SDW.

DEVELOPING YOUR PROCEDURES FOR TEACHERS' MEETINGS

We discuss the importance of regular, frequent and well-organized teachers' meetings in Section 2 (Teacher Supervision) of this Resource Kit. It's important for you to think about when and how often these will take place as part of your Pre-PST planning. Be sure to include that information in your SOWs for the teaching staff as well as in the overall staff orientation. Most posts find that meeting at least a couple of times a week is best.

TIPS FROM LANGUAGE COORDINATORS FOR PRE-PST PLANNING

- Read all reports, comments on trainings done before the one you are coordinating. Read the VADs.
- Discuss with PTO/APCD/PCVs to get their comments on language training needs.
- Before starting language classes talk with each Trainee individually, if possible.
- Have ready to distribute of the first day of the PST: comments of language learning strategies a language kit
- Design and develop a SDW and TOT according to your staff needs--if you are using experienced teachers, you may not have to cover everything.

SAMPLES FROM THE FIELD

PST PLANNING CHECKLIST

PST Planning Checklist for Bulgarian Language Program PST starting Mid June

Activity	Deadline
• Needs Assessment process:	
- Review Trainees' and LIs' PST evaluations (language program evaluations and general PST evaluations) and the language instructor's commentaries on the PST language lessons as part of the needs assessment.	end of December
- Review recent IST Needs Assessment forms for clues on language material that might have been studied in PST but wasn't.	end of December
- Ask currently serving PCVs (both 1st and 2nd year in service) for feedback on the PST language program at the IST because by that time they will have a different perspective on their language training.	IST (end of Nov.)
- Review Project Plans and site assignment descriptions.	December
- Get feedback from APCDs and other PC staff on what they think the PCVs' needs are in terms of language learning.	end of December
- Get feedback from counterparts as well.	end of December
- Visit sites to get into the real living and working atmosphere of the PCVs.	ongoing
- Review other posts' language materials.	ongoing
• Discuss language instructors selection process with the two Lead Teachers and the PTO.	early Jan.
• Put an advertisement in *24 Hours* to come out on January 20th and 22nd.	end of Jan.
• Review *Bulgarian Useful Expressions* list and make copies of the new audio tape.	end of Jan.
• Conduct a 1-day computer training for the current language instructors.	Jan. 27th
• Conduct a 2-day *Workshop for Language Instructors Preparing Interviewees for a Language Proficiency Test.*	Feb. 1st & 2nd
• Send out hard copies of *Bulgarian Useful Expressions* list and audio-cassettes to Washington to be sent out to Invitees through the Desk.	early February

• Wait for applications by February 5th.	early Feb.
• Prepare SOW for Language Instructors	early Feb.
• Selection Stage One: Review applications and choose applicants to be invited for an interview.	Feb. 15th
• Selection Stage Two: Interview chosen applicants.	mid-February
• Selection Stage Three: Have a 2-day selection TOT with applicants chosen after the interview.	last weekend in February
• Selection Stage Four: Ask selected applicants to prepare a lesson plan at home and send it to PC office.	early March
• Selection Stage Five (final): Have applicants attend Language IST in March in order to observe classes and teach a lesson.	second half of March
• Prepare a *PST Supply List* and submit it to the Admin. Officer.	end of April
• Visit the proposed training site to see what the language learning environment will be and how it will promote language learning.	March /April
• Contract selected language instructors for PST '96.	May
• Meet the PST Project Director to talk about expectations.	May
• Review Bulgarian Language Manual with the Materials Design Team members.	ongoing / by mid-May
• Make copies of the Language Manual for the new Trainees.	end of May
• Design and conduct a TOT for all the selected language instructors.	first weekend in June
• Get the language staff on board to start planning for the PST.	1 week prior Trainees' arrival

SAMPLES FROM THE FIELD

PST SUPPLY-LIST FOR LANGUAGE TRAINING

This list of supplies was developed for a 12-week PST in Bulgaria for 40-50 Trainees and 12 language instructors.

computer - 1 for the Bulgarian staff, 1 for the Macedonian staff, + mine from the office
printer - 1 for the Bulgarian staff, 1 for the Macedonian staff
TV set
VCR
pencils - 10
highlighters - 5
scissors - 7
staplers - 4
staples
paper clips - different sizes
rulers - 6
video camera
video-cassettes - 4
big binders - 50
glue - 5
scotch tapes
mask tape
blue-tach
overhead projector
transparencies - 2 boxes
transparency markers - 5
cardboard paper (white) - 20 sheets
photocopier + paper
tape-recorders - 8
audio cassettes - 50
flip chart stands - 11
flipchart paper - appr. 5000 sheets
markers - thick - 120 (of 4/5 different colors)
markers -fine line - 6 sets of 4/5 different colors
chalk - 1 box
pens - 15 (for teachers) + 50 (for Trainees)
coloured pencils - 5 sets of a dozen different colors
post-its - assorted sizes - several of each
sets of plastic numbers and letters - 2 of each
sets of colored paper - 7 of each
a bookshelf (to set a small resource center)
balls - 4-5
2 sets of cards
a Bulgarian children's game -
postcards from Sofia and other towns of the country
brochures with sights in Bulgaria
maps of Bulgaria and the USA - several of each
Bulgarian-English Dictionary - 45 (the small ones)
English-Bulgarian Dictionary - 45 (the small ones)

OVER VIEW

PST DESIGN ISSUES

PST RESPONSIBILITIES

As Language Coordinator during PST you will have many responsibilities, but a major one is the design of the language program. This involves developing a schedule and description of learning activities that:

- meet your training goals.
- are adapted to the place of the language component in the overall training design.
- reflect the underlying training principles of your program.

PROGRAM GOALS

A good program design reflects the basic goals of the program. This is more than just a curriculum which specifies competencies. You will need to design a program that reflects other goals as well.

- Program goals may include other things besides which language competencies the Trainees are expected to master. For example, some Peace Corps countries organize language goals into three larger areas:
- achievement of competencies
- proficiency level attainment
- language learning skills development

This focuses your attention not only on the "what" and the "how well" discussed earlier, but also the "how" of a language learning process that is expected to continue beyond PST.

So the program design you come up with must first reflect the training decisions you have made regarding additional language issues like proficiency levels and strategies training.

TRAINING DESIGNS AND PROGRAM DESCRIPTIONS

You need to be able to clearly describe what your program "looks like", and how it is organized. We have discussed brief program descriptions of the goals and organization of your program in other sections of this Resource Kit. You will need a concise and accurate overview ready in time:

- to send to Trainees as part of their pre-departure information.

- to share with your language training staff during the recruitment and selection process.
- at Pre-PST training events, such as the SDW and the TOT.

So developing this overall training design is another task that needs to be added to your pre-PST checklist.

TRAINING SCHEDULES

- During the pre-PST organization of your training program you will negotiate with the other training sectors for time. You will want to ask for a realistic amount of class time to accomplish the curriculum goals (both content and proficiency-levels) that you have determined from your needs analysis. You will also need to coordinate that class time with other training realities and events. This bargaining for time will be one of your first negotiating challenges. For example, everyone on the PST training staff may want their training scheduled during the morning hours, when Trainees tend to be fresh and alert, so they can avoid the post-lunch "slump" when energy levels are low. How you work out the allocation of hours and the daily schedule of activities will depend on the overall training goals and your skills in negotiating for what you want.
- In addition to negotiating a training schedule for the PST, you will also need to set up an administrative schedule which takes into account teachers meetings, Volunteer progress conferences, formal and informal assessment activities, site visits, model school, and so forth. In Section 3 (Curriculum Development) of this Resource Kit we discuss how over-all training events such as site visits or model school will play an important role in how you sequence the competencies in your curriculum. These issues will have an impact on other aspects of your program as well. Examples of both kinds of schedules (a training overview and an administrative overview) are included later in this section.

TRAINING DESIGN ISSUES

The third feature that plays a major role in your final program design is how you answer basic design questions that every language program faces. How you answer these questions will have as great an impact on your over-all program design as the competencies you have chosen or the materials you have developed.

Experienced Language Coordinators have identified the following as the most important questions they needed to answer in designing PSTs.

1. HOW DO YOU ORGANIZE LESSON PLANS?

Section 4 of this Resource Kit (Materials Development) discusses some of the basic design considerations for lesson design. Your learning materials should be designed to reflect those basic criteria. But you may also need to set up a single format and design for how those materials are presented in the classroom. This may be because your materials are not organized into daily "teaching units." It may be because your program has not had the resources to develop a detailed set of instructor manuals and guidelines. It may be that you're starting up a language program for the first time and are in a situation where your staff is both teaching and developing materials and learning activities simultaneously. In any event, having a clearly established format for lesson plans and a clear expectation about the various stages and activities of a lesson will be a big help in making sure that your training is consistent from class to class and teacher to teacher.

1. HOW DO YOU INTEGRATE LANGUAGE WITH OTHER TRAINING COMPONENTS?

Section 3 of this Resource Kit (Curriculum Development) discusses basic principles for integrating your language curriculum with the technical and cross-cultural sectors from a curriculum design point of view. Your learning activities and schedule should also reflect this integration.

2. HOW DO YOU TEACH MORE THAN ONE LANGUAGE?

Many countries have to teach more than one language in a single training program, and sometimes Trainees have to learn more than one language, as well. For example, Trainees may get instruction in both the "national" language and an introduction to the "local" language spoken at their specific site. Having to teach multiple languages presents a whole different set of design challenges.

3. HOW DO YOU GROUP TRAINEES AND ASSIGN TEACHERS ?

Deciding on how to group learners and match them with appropriate teaching staff is an on-going challenge for the language coordinator. We know that Trainees vary in their learning style-preferences, their general language learning aptitude and their rates of progress. How do you organize classes to promote optimal learning and help people who are having difficulty meeting your training goals?

4. HOW DO YOU FOSTER SELF-DIRECTED LEARNING AND PREPARE FOR CONTINUED LANGUAGE LEARNING IN THE FIELD?

One of the overall training goals of a Peace Corps Language program is to lay the groundwork for continued language learning after PST. How will you training design meet that particular goal? What sessions will you include on language learning strategies and self-directed learning? We have discussed the issue of self-directed learning in the context of materials development. You will need to consider what the ramifications are for program design. Will you provide time in the program to give explicit explanations of language-learning strategies and give people structured practice in working individually with a tutor or language informant? Will you provide structured opportunities for individual goal-setting? How you choose to integrate training in learning strategies and to foster self-directed learning in your language program will also affect the overall design.

5. HOW DO YOU ALLOW FOR TRAINEE PREFERENCES ?

How will you take advantage of and compensate for differences in Trainees individual learning goals? How will you address individual learning styles and content interests? How will you integrate the need for Trainee choice into your overall design? Will you have elective "special focus" courses such as intensive grammar review, or thematic focus classes such as "language for dealing with host family problems?" When will such courses take place? Who will teach them? How will they complement the basic curriculum?

6. HOW DO YOU UTILIZE THE COMMUNITY?

The community is an important resource for your program. It is the "reality check" that will enable you to judge how effective your program is in giving Trainees the communicative skills they need. But it is also a great resource for additional instruction and language practice. As Peace Corps moves more and more in the direction of integrating PSTs with the kinds of communities where Volunteers will be working, the potential role that the community will play in your program becomes even more important. How will your program provide for both structured and unstructured contact that promotes learning?

7. HOW TO INCORPORATE EMERGING TRAINING DESIGNS LIKE COMMUNITY-BASED TRAINING?

Related to the previous issue is the question of community-based training, a newly emerging design concept that is gaining wide acceptance throughout Peace Corps. This training model has many attractive advantages over the more traditional "training-center" approach, but it also presents a new set of challenges as well. You need to consider what the ramifications of such a training design will have on your language training program, the materials that you develop and the kind of preparation you give to your staff.

8. WHAT ARE THE "BEST PRACTICES" AND MOST EFFECTIVE LEARNING ACTIVITIES?

With more than 30 years of experience teaching language, Peace Corps has developed a number of proven techniques and activities that work well with adult-learners. Many of these are included in Section 5 (Principles of Learning and Teaching) of this Manual. In addition, in this section we include Tips from the Field–activities that posts have found particularly effective.

9. HOW DO YOU PERFORM ONGOING EVALUATION AND ALLOW FOR "MID-COURSE" CORRECTION AS NECESSARY?

How often and in what form will your program assessments take place? You will want to set up a system that gives Trainees an opportunity for providing timely feedback on a regular basis about how the learning process is working for them. You may want to make changes in course content, teaching methods, practice activities or program design, based on the information you get from Trainees. Setting up an on-going assessment system will allow for Trainee in-put and give you the information you need to make necessary changes in your plan to match this particular group of Trainees and their needs and expectations.

HOW TO DO IT

PROGRAM DESCRIPTIONS

Program descriptions are an important source of information for both Trainees and other training and Peace Corps staff. Exactly what you say will depend, of course, on how you have designed your program. But most descriptions contain information about these areas.

LANGUAGE TRAINING GOALS

Most descriptions typically specify:

- the language (or languages) being taught and areas of competency. Some descriptions include just a general mention of survival and technical competencies, while other posts give a complete list of the competencies selected.
- language learning skills needed for continued learning after PST. These are not necessarily specified, but it's important to remind Trainees early on of the expectation that language learning is an ongoing process that will continue throughout their Peace Corps service.
- level of proficiency expected for a Trainee to be sworn in for Peace Corps service. Not all posts have a minimum required rating, but many do. You may also want to include what options may be available to Trainees who don't reach the required minimum during the PST. (Your post may allow for people to be sworn in if they have a plan for ongoing language learning)
- the program-specific goals. These will vary with your specific program and the kinds of Peace Corps projects in your country. Programs have included such goals as understanding regional language variations, or learning communicative language teaching methods that can be replicated in their own classrooms once they are sworn in.)

CURRICULUM DESIGN

There is usually a statement about how the curriculum was organized and selected. Most descriptions make the point that it is a competency-based approach with focus on day-to-day living situations.

LANGUAGE CLASSES

Descriptions should contain information about the practical, logistical realities of the language program: what the classes will be like, when they will be held, how long, who will be teaching, and probable learning activities that will take place; how classes will be organized, how "elective" components will work; whether there will be a specific time for individual study, and any other important features of the program.

TUTORIALS

If it is a feature of your language program, you should include information on the how and why of working with individual tutors, either as a supplement to regular classes or as individual self-directed study in place of more formal classes.

GROUPING

The description should contain explicit information on the rationale and schedule for how Trainees will be grouped for classes, and how often teachers will be rotated from class to class.

ASSESSMENT OF LANGUAGE SKILLS

As with all assessment activities, there needs to be a clear description of the how and when of informal classroom assessment , as well as how the results of those assessments will be communicated to the Trainee.

SYSTEMS FOR PROVIDING INPUT AND FEEDBACK TO THE TRAINING STAFF

It's also a good idea to have a statement that explicitly encourages Trainees to provide you with information about how they are finding the language program, suggestions for improvements, concerns about procedures and so forth. This will help ensure that you have a procedure for ongoing feedback about the effectiveness of your program, and a pragmatic basis for making adjustments when needed.

FINAL LANGUAGE PROFICIENCY EVALUATION

You also need a formal statement on the final Language Proficiency Interview: how and when this will be conducted, and what the post's expectations are about the proficiency-levels required for swearing-in, if any. (See the sample program description from Bulgaria later in this section for an example of what this statement might look like.)

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HOW TO DO IT

SCHEDULES

TRAINING SCHEDULES

As mentioned in the Overview to PST Design, you need to develop a set of detailed week-by-week schedules for both the Trainees and for you and the rest of the teaching staff. Training schedules should specify the hours, the activities, and the topics that will be covered, both for language and technical, plus any additional training events such as site visits, field trips or guest speakers. You will also want to include any assessment and feedback activities on this schedule as well, so Trainees will know when they will occur. You may want to coordinate with other sectors to produce one schedule with all that information, rather than giving Trainees separate schedules for the language component, for technical training, and so forth.

ADMINISTRATIVE SCHEDULES

Administrative schedules should contain information on other aspects of training that you expect your staff to be involved in, such as:

- information on the time and location of staff meetings
- deadlines for teacher materials such as lesson plans, Trainee log, projected activities, written summaries of progress interviews, etc.
- when assessment simulations and progress interviews will occur
- when you will formally solicit feedback from Trainees regarding the program
- schedule of teacher assessment activities, including observations, exit interviews, etc.

SAMPLES FROM THE FIELD

PROGRAM DESCRIPTION

This program description for Trainees was developed by Peace Corps Bulgaria

Bulgarian Language Training Component

The best way to integrate into a foreign culture is through the native language! Bulgarian language study will occupy the greatest segment of training time. The program has been designed to meet your everyday needs as a newcomer to Bulgaria, to support your integration into a new culture, and prepare you for two years of professional work.

Language Training Goals

- To provide Trainees with survival knowledge of Bulgarian language which will allow them to communicate and cope in most everyday life situations.
- To teach Trainees introductory technical language competencies.
- To prepare Trainees to continue learning and improving their Bulgarian language skills on their own at their sites.
- To prepare Trainees to listen to and understand different target language accents.
- To expose Trainees to different teaching techniques which optimize the effectiveness of learning a new language.
- To present language material in a culturally appropriate context trying to integrate language skills with cultural values.

Curriculum Design

The curriculum design for the language component follows a Competency-Based Approach. This approach focuses on developing the language skills needed to function successfully in daily living situations. A variety of language teaching techniques will be used throughout the program to meet the needs of individual learners.

Language Classes

We will have most of the language lessons in the morning each day, except on Wednesdays when they will be in the afternoon. The language classes will not be strictly formal, nor always take place in one particular room. We'll go out shopping, we'll go to the railway station or out into town to follow real directions. You will be expected to find out things about your host family and the place where you live. You will have contact with several language instructors and you will be in different groups during training. Our goal is to provide you with a language learning atmosphere which yields results. We want you to learn the language and be satisfied with your progress. Learning a new language can be a lot of fun, just like learning a new card game. And like card games, it takes a lot of practice if you want to be good at it. During several days in the course of your Pre-Service Training you will get intensive language instruction. We have also built into the program elective classes, so that you will have the opportunity to choose from several language sessions depending on your own preference. There will be self-directed study time scheduled within the training day when you will be able to study on your own with a language instructor ready to provide guidance and help with any questions that you may have.

Tutorials

Those of you who will need additional assistance in studying the Bulgarian language, or who would like to meet the language instructors individually to clarify certain language problems or discuss learning strategies, are welcome to come to the individual language tutorials which will be scheduled during the lunch breaks. Take advantage of this opportunity to meet your language instructors individually!

Grouping

Initial language groups are formed on the basis of the Barsch Learning-Style Inventory. After the first two weeks of training new groups will be formed according to information gathered from you and the language staff. Group changes are intended to place students of similar levels of language acquisition together. In addition, after the second week language instructors will rotate weekly or bi-weekly which will give you the opportunity to listen to different native-speakers and be exposed to different teaching styles.

Assessment of Language Skills

Regular assessment is an integral part of the PST language program. This will provide language staff with information about the design of the language component so that, if necessary, changes can be made to meet your needs. We appreciate any input from you about your classes. Both you and the language staff can certainly profit from your comments and suggestions. Language staff will regularly provide you with feedback concerning your language progress so that you can focus your study on challenging language areas. Self-assessments, contact assignments, competency checklists and language evaluations are all designed to facilitate your success in acquiring communicative language proficiency in Bulgarian.

Final Language Proficiency Evaluation

The final language evaluation will be conducted in the form of an oral proficiency interview . The interview is a test of functional language ability, not passive skills or knowledge about the language. You are expected to achieve a level of a communicative proficiency comparable with the Novice High rating on the ACTFL testing scale. That rating means that you should perform reasonably well in most of the competencies that we shall cover in our language classes. We will offer additional tutoring whenever language learning poses problems for you. We understand that individuals differ in their abilities to learn languages; however, as Peace Corps Trainees, we expect you to take language learning seriously.

Language Topics

By the end of PST you are expected to demonstrate language proficiency in the following topics:

- Peace Corps
- Personal Identification
- Social Language with Host Family: Family/Hobbies/Appearances
- Money
- Food: Host Family
- Eating Out
- Shopping for Food/Clothing/Other Items
- Communications: Post Office, Telephone
- Transportation and Travel
- Housing: Host Family/Emergency Situations
- Time/Calendar/Weather
- Health
- Personal Experiences: Daily Routines/Future Plans/Past Events

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SAMPLES FROM THE FIELD

PROGRAM SCHEDULES

Here are examples of two kinds of schedules developed for a PST in Romania. The first is the Trainee Schedule which describes the schedule of learning activities. The second is an excerpt of the Administrative Schedule that contains information about documentation deadlines, assessment schedules, and administrative concerns.

Peace Corps Romania, PST 1996 - Language Component Schedule

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Introductions	Lesson 1 - Personal Identification	Lesson 2- Classroom Orientation	Lesson 3 - Housing	Review Self Assessment
Week 2	L 4 - Personal Environment	*Tutorials* L 13- Railway Station Field Trip	L 5 - Orientation in The Street	L 6 - Money	Review Assessment -Treasure Hunt
Week 3	L 7 - Transportation	L 8 - Post Office Field Trip	L 9 - Host Country	L 10 - Eating	Review
Week 4	L 11 - Shopping for Food	*Tutorials* L 12- Market Field Trip	L 14 - Eating out Field Trip	L 15- Jobs	Review
Week 5	HVV Assignment	HVV Assignment	L 16- Family	Review	Evaluation- Simulation in Stations
Week 6	L 17- Clothing	*Tutorials* L 18 - Television	Technical Language	SB, TEFL - Technical Language SW - SiteVisit Assignment	SB, TEFL - Review SW - Site Visit Assignment
Week 7	L19-Personal Opinion	*Tutorials* L 20 Social Language	Technical Language	Technical Language	Self Planned Training
Week 8	L 21- Leisure	*Tutorials* L 22- Employment	Technical Language	Review/Assessment -LPI Simulation	
Week 9	L 24- Body Parts L 25- Daily Routine	Tutorials L 26- Phone Calls L 27- Health	Technical language	Technical Language	Self Planned Training
Week 10	L 28- Media	*Tutorials* L 29- Socializing L 30 - Peace Corps	Technical Language	SW - Technical Language SB, TEFL - Site Visit Assignment	SW- Self Planned Training SB, TEFL - Site Visit Assignment
Week 11	L31-Services	L 32 Housing probs. *Tutorials*	L 33- Emergencies/ Evaluation- LPI	L -34 - Being a guest/ Host	L 35 Traditions Evaluation- LPI/
Week 12	Review Evaluation LPI	Review/LPI	Review / LPI		

PRE-SERVICE TRAINING
EVENTS AND DOCUMENTATION

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
June Week 1	17	18	19	• 11 a.m.- PST staff meeting • Topics for W2 sessions - handed in • PCT - W1 evaluation forms are handed out 20	• COB: Weekly report - handed in • COB: W1 session designs - handed in 21	22 / 23
June Week 2	• 1 p.m.- PC, PST staff meeting 24	• Progress interviews (Anca, Magda, Mihaela) • Check in: PCTs hand in W1 evaluations 25	26	• 11 a.m. - PST staff meeting • Topics for W3 sessions - handed in 27	• COB: Week 2 report - handed in • COB: W2 session designs handed in • Summaries of progress interviews are handed in 28	HVV 29 / 30
July Week 3	HVV 1	HVV 2	• Summaries of progress interviews - handed in by PCTs 3	• Check in: deadline for progress interviews - handed in • 11 a.m. - PC, PST staff meeting • Topics for W4 are handed in • PCT W3 evaluation forms - handed out 4	• COB: W3 reports - handed in • COB: W3 session designs - handed in 5	6 / 7

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
July Week 4	**Assessment of PCTs (language, technical, X-cultural)** • 1 p.m.- PC, PST staff meeting (open) 8	• Check in: PCTs' evaluation of W3 - handed in 9	• Check in by PCTs 10	• 11 a.m. - PST staff meeting • Topics for W5 are handed in 11	• COB: W4 report • COB: W4 session designs 12	13 / 14
July Week 5	• 1 p.m.- PC, PST staff meeting	**Coordinators conduct "common evaluation" of W4 and 5 training during their last session of this week.** 16	• Check in by PCTs 17	• 11 a.m. - PST staff meeting • Topics for W6 sessions - handed in • Coordinators hand in a written report on each PCT's progress (following assessment) 18	• COB: W5 session designs • COB: W5 report - handed in 19	20 / 21
July Week 6	**Mid-training assessment of coordinators and trainers (Interviews with PST director and language coordinators)** • 1 p.m.- PC, PST staff meeting (open) • Coord. present the results of W4 and W5 evaluation of training (flipcharts) 22	**Progress interviews** 23	• Check in by PCTs 24	• 11 a.m. - PST staff meeting • Topics for W7 sessions - handed in • SW/YD PCTs on site visits 25	• COB: W6 session designs • COB: W6 report • Summaries of progress interviews - handed in • SW/YD PCTs on site visits 26	• SW/YD PCTs on site visits 27/ 28

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
July-Aug. Week 7		**Assessment of PCTs' progress (language, technical, X-cultural)**				
	• 1 p.m.- PC, PST staff meeting 29	30	• Check in by PCTs • PST Director hands in to PC Director summaries for each trainee 31	• 11 a.m.- PST staff meeting • Topics for W8 are handed in • PCT W7 evaluation forms - handed out 1	• COB: W7 report • COB: W7 session designs 2	3 / 4
Aug. Week 8	**Assessment of PCT progress (language, tech., X-cultural)**					
	• 1 p.m.- PC, PST staff meeting (open) 5	• Check in: PCTs W7 evaluation forms - handed in 6	• Check in by PCTs 7	• 1 p.m.- PST staff meeting • Coordinators hand in a summary of the PCTs' progress (following assessment) • Topics for W9 are handed in 8	• COB: W8 report • COB: W8 session designs 9	10 / 11
Aug. Week 9	• 1 p.m.- PC, PST staff meeting 12	13	• Check in by PCTs 14	• 11 a.m.- PST staff meeting • Topics for W10 are handed in 15	• COB: W9 report • COB: W9 session designs 16	17 / 18

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
Aug. Week 10	**Assessment of PCTs' progress (ACTFL, technical, X-cultural)**					
	• 1 p.m.- PC, PST staff meeting • "Common evaluation" a.m. - lang. p.m. - tech. (W8 & 9: on flipcharts) 19	20	• Check in by PCTs 21	• 11 a.m. - PST staff meeting • Topics for W11 are handed in • Coordinators' written report on evaluation of training W8 and 9 • TEFL, SBD PCTs on site visits 22	• COB: W10 report • COB: W10 session designs • TEFL, SBD PCTs on site visits 23	• TEFL, SBD PCTs on site visits 24 / 25
Aug.-Sept. Week 11	**ACTFL**					
		Progress interviews				
	• 1 p.m.- PC, PST staff meeting (open) • "Common evaluation" a.m. - lang. p.m. - tech. (W10; on flipcharts) 26	• Check in: PCTs are handed out final evaluation forms 27	28	• 11 a.m.- PST staff meeting • Topics for W12 are handed in • Coordinators present reports of "common evaluation" (on flipcharts) 29	• COB: W11 report • COB: W11 session designs 30	31 / 1
Sept. Week 12	**ACTFL**					
	• 1 p.m.- PC, PST staff meeting 2	3	4	SWEARING-IN 5	6	7 / 8

HOW TO DO IT

WRITING LESSON PLANS

This information has been adapted from two Peace Corps-developed teacher training texts: *Teaching English to Large Multi-Level Classes* and the *Language Training Reference Manual.*

WHAT IS A LESSON PLAN AND WHY DO WE NEED THEM?

A lesson plan is a written display of what will happen in the classroom on a given day, including all the input to be covered, the activities that will be used to present it, the order in which the activities will be presented, and the approximate time allotted for each activity. The lesson plan is a way to keep track of all the language skills you are planning to teach from one day to the next. It is also a way to ensure that specific learning strategies and styles and aspects of the language-learning methods are incorporated into your training program. Lesson plans are put in a written format so that Training Coordinators can be sure of continuity from day to day, from level to level, and from Trainer to Trainer. For these reasons, lesson plans in a training program should be written up in a standardized format.

Depending on how completely developed your materials are, you may have already divided your student text up into lesson-length units that can be presented and practiced within the particular time-frame you have for your program. In most cases, however, posts are piloting newly developed materials, teachers are trying out different techniques for presentation and practice, or classes need additional practice activities to supplement what has already been developed. Therefore, the materials you have developed will provide the **content** of the lesson, but not necessarily specify all the practice activities that the lesson plan will contain.

THREE STEPS INVOLVED IN MAKING LESSON PLANS

There are three steps involved in making lesson plans:
- fitting competencies and language skills into instructional units ;
- choosing appropriate activities to review, present, practice, apply, and evaluate each competency; and
- collecting, saving, and sharing instructional materials.

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4MAT LESSON PLAN FORMAT

Peace Corps recommends **The 4MAT Lesson Plan,** a particular format for lesson plans that takes to account the adult learning cycle and different learning style-preferences. Developed by Bernice McCarthy, it is based on the Learning Cycle and learning style needs. There is more information on learning styles, and a more detailed rationale for this approach included in Section 5 (Principles of Language Teaching and Learning) and Section 6 (Ongoing Language Learning) of this Resource Kit. You may want to review that information in conjunction with this discussion of Lesson Plans, as you will want to be familiar with the terminology and concepts of the 4MAT system.

THE FOUR STEPS IN THE 4MAT CYCLE

The 4MAT cycle can be used to organize daily lessons, theme-based units, or long-term planning. To develop a theme-based unit, for example, take a single theme and develop four sessions on that theme. Each of the four sessions corresponds to a step in the Learning Cycle, and each session focuses on the strengths of one of the four learning style types. The four steps in the cycle are:

- Motivation
- Information
- Practice
- Application

Each step in the cycle is an inseparable part of the whole unit. Each step builds on and expands the materials of the previous one. Some practitioners recommend devoting one lesson to each step in the cycle, but you can adapt this . You may need to try to fit all four steps into one fifty-minute lesson. But it may be easier to fit all four steps into a "double" lesson. Alternatively, some teachers expand certain steps, and may in some cases spend two hours on the practice step. The final decision is up to you. We can only say that a practical rule of thumb is one lesson for each step in the cycle. The important thing to remember is the flow and sequence of the Learning Cycle itself. As long as you follow that, the timing can be altered to suit your needs and the needs of your students. Let's look at each of the steps in turn.

1. MOTIVATION

In this step, provide a concrete experience and shift gradually from Concrete Experience to Reflective Observation. All of the students start here, but this first step appeals most to imaginative learners. Your role as the teacher is to motivate, to engage your students and allow them to enter into the experience being introduced. Then students are given the opportunity to reflect on that experience. The activities which can be used in this step include problem-posing, presenting a poem, reading an excerpt from a book, looking at pictures, discussing experiences, answering questionnaires, listening to songs, or describing a picture.

2. INFORMATION

In this step, students shift from Reflective Observation to Abstract Conceptualization. All of the students work through this step, but this second step appeals most to analytic learners. Your role is to inform, to move your students from specific personal reality to the theoretical, and to an understanding of abstract concepts.

This is the point at which students link their subjective experience in the Motivation Stage with the content at hand. The activities used in this step include explanations of grammatical rules, mechanical drills, vocabulary expansion, and presentation of new concepts through diagrams, tables and charts.

3. PRACTICE

In this step, students shift from Abstract Conceptualization to Active Experimentation. This third step appeals most to common sense learners. Your role is to coach, to organize materials and activities so that your students can test their understanding of what they have learned. They have been taught skills and concepts and now they are asked to manipulate materials based on those skills and concepts. Students are then given the opportunity to extend what they have learned through selecting and individualizing their own experiments and manipulations. The activities used in this step include worksheets, pair work, small group work, project planning, writing, creating cartoons, case studies, keeping records, polling classmates, formulating questions on a text for others to answer. Usually these practice activities should shift from very controlled sorts of exercises to more open-ended, creative activities.

4. APPLICATION

Here students shift from Active Experimentation to Concrete Experience. All of the students continue to finish the cycle together, but this fourth step appeals most to dynamic learners. Your role is to evaluate and mediate. Students are required to apply and refine in a personal way what they have learned and then to share with others. The activities in this step include doing community contact assignments outside of class; gathering information for projects and implementing project plans; sharing the results of that information gathering work; and reporting back to the class on a project.

TEACHER/ STUDENT ROLES AND THE ADULT LEARNING CYCLE

As you can see, the role of the teacher and students switches in the learning cycle.

- In the first step, the teacher takes a lead role, planning the experience as well as the reflective discussion that follows.
- In the second quadrant, the teacher teaches, linking the experience and reflection into the concepts to be taught and then teaching the required skills and concepts.
- Don't worry if you seem to be center stage in these two steps. You are supposed to be. You are giving your students what the

linguist Stephen Krashen calls "comprehensible input." This means giving your students the chance to hear the language in a context they understand. So long as they can tolerate some ambiguity, understand the gist of what you say, and follow the main ideas, everything is okay. Their productive level in the target language is not expected to be as high as their receptive level. And it is the receptive level that you are catering to in the first half of the cycle.

- In the third and fourth steps, the students take the initiative and take possession of the skills and concepts they have learned. They try them out for themselves and share with each other the results of the learning cycle. This is where you step back and leave room for groups and individuals to play with the language.

OTHER SYSTEMS OF LESSON PLAN DESIGN

In addition to the basic design of the 4MAT lesson plan, you may also want to consider five other features that most lesson plans share. These features correspond to more "traditional" descriptions of lesson-planning, and so might initially be more accessible to teachers who are unfamiliar with the assumptions about the adult learning cycle and learning styles that form the basis for the 4MAT lesson design, however, as you can see, they adapt very easily to the 4MAT concept.

ACTIVITIES THAT REVIEW PREVIOUS MATERIAL

In traditional classrooms as well as competency-based ones review is an indispensable daily component of a competency-based lesson plan. It is particularly important to learners with weak memory abilities. Also, regular "recycling" of comprehensible input creates a richer language environment, which is essential in language acquisition.

There are two usual review contexts that can vary according to the assessed needs of the learners: one at the beginning of the class, for previously introduced material, and one near the end, for more general review, possibly including a brief summing up of the day's lesson. In 4MAT lesson plans, review activities are usually integrated into the Motivation Stage. Such a review, of course, covers competencies from the previous day or days.

ACTIVITIES THAT PRESENT NEW MATERIAL

This typically corresponds to the Information Stage in the 4MAT cycle, but can also serve as Motivation as well. The new input must be presented in a clear and engaging way. This can be done by means of a dialogue, monologue, passage to read, object for examination, and many other ways. This part of the class includes presentation of much of the vocabulary listed in the competency outline.

ACTIVITIES THAT PRACTICE

This Practice Stage often takes up the majority of the lesson time. Competency-based curricula move into communicative activities gradually enough to give learners plenty of time to grasp new skills, but quickly enough to ensure that most practice is meaning-based and organized around communicative tasks. If drills are used, this is one place they would occur. This is also a place for "total physical response" activities, pair work, or individual exercises.

ACTIVITIES THAT APPLY

These Application Stage tasks can occur both in and out of the classroom. Learners need an opportunity to experiment with the newly presented forms in less controlled activities so they can apply what they have just seen and heard and integrate it with vocabulary and patterns they have already acquired. Activities that apply a competency's language skills are many and varied and include community assignments, problem-solving tasks, writing opportunities, interviews, and doing skits.

ACTIVITIES THAT EVALUATE

Competency-based curricula should provide regular opportunities to evaluate learner progress in mastering the competencies that form the training objectives. In competency-based evaluation, unlike in the traditional, grammar-based curriculum, the criterion is not simply correctness, but communicative competence and, specifically, the ability to perform the competencies. Therefore, standard features of traditional classroom testing, such as giving grades, imposing strict time limits, and encouraging competition among learners, are not found in competency-based evaluation.

We discuss competency-based assessment in Section 7 of this Resource Kit. Refer to that section for how to use various classroom activities for assessment purposes. However, informal classroom assessment occurs whenever a teacher analyzes or evaluates student responses for accuracy or to know if the class can move on to another stage of the lesson, so this informal evaluation process can also be combined with the Application Stage or precede it.

OTHER IMPORTANT FEATURES OF LESSON PLANNING

In addition to the design principles discussed above, experienced language teachers should also be aware of the affective needs of the students as well, and accordingly take these other features into account as they design their teaching plan:
- how to begin and end a class,
- how to plan for breaks, and
- how to ensure that the bulk of class time is spent speaking the language, not speaking **about** the language.

WARM-UP AND CLOSING ACTIVITY

A warm-up activity takes place at the beginning of class and a closing activity takes place at the end. The warm-up gives Trainees a chance to become ready and willing to plunge into the day's activities, by means of such techniques as a brief question-and-answer period, a reference to the previous day's high points, a commentary on the weather or news, or playing a song on a cassette. The closing activity should leave the class with an upbeat spirit and sense of camaraderie, perhaps by means of a group activity. When possible, it should build confidence in using the new competency under study.

BREAKS

It's equally important to allow time for Trainees to take regular breaks during an extended lesson. This is a good policy, especially when teaching older learners. When possible, teachers should let learners know when their breaks will occur. If learners know they can count on a certain time for a break, they can relax more and thus concentrate better. Of course, if an instructor notices that Trainees are too restless or tired to learn on a given day, he or she may want to give the break earlier, and, contrarily, if they become engrossed in an activity at break time, he or she may want to delay the break a bit.

SELECTING ACTIVITIES FOR LESSON PLANS

Many language educators believe that much language is learned through "acquisition", i.e., by using the language to do tasks, rather than focusing on the language itself. This leads us to an important question: How can you put acquisition activities in a dominant role in your lesson plan?
The answer: by devoting most of the class time to activities that will use language and develop communication--games, role playing, group discussions, pair work, problems to solve, listening tasks--and devoting less class time to formal learning activities--error correction, grammar, pronunciation, spelling, etc.

The detailed work of writing lesson plans begins now. First, you look over the amount of time you have allotted to each part of the competency in the lesson plan outline. Then, you can choose appropriate activities to convey the contents of the competency. You can best do this by asking the following three questions as you select activities:

1. WHICH ACTIVITIES BEST ILLUSTRATE THE CONTENT OF THE LESSON?

When you begin to look over activities that might be included in a lesson plan, your first consideration should be which activities can best illustrate the content of the lesson, or input, you have decided to include. Many kinds of activities are available to you. Some can be found among the activities we have described Section 5 (Principles of Learning and Teaching) of this Resource Kit, as well as in many places on the CD ROM.

2. WHICH ACTIVITIES BEST ADDRESS THE LEARNING STYLES OF YOUR TRAINEES?

A second consideration is to address the learning styles of your Trainees. You will want to vary the activities as much as possible among learning strategies identified in Section 5 and elsewhere in this Manual. The creative lesson-plan writer will choose techniques and methods that address the strengths and weaknesses of various kinds of learners.

3. WHICH ACTIVITIES LOWER PRESSURE AND FRUSTRATION ?

Finally, the lesson plan should be designed with the goal of minimizing stress and nervousness. Your commitment to removing pressure, embarrassment, and frustration from the classroom environment will influence the final selection of activities.

FEATURES OF A BALANCED LESSON PLAN

A balanced lesson plan should have:

- receptive and productive activities (receptive ones should predominate in the opening weeks),
- full-group, small-group, pair, and individual activities,
- auditory-, kinesthetic- and visual-mode activities,
- inductive and deductive activities, and
- activities that appeal to a variety of learning styles and strategies.

DETERMINING WHAT MATERIALS ARE NEEDED

The last thing to do is to go through the completed lesson plan and take stock of all the materials you will need to perform the lesson. List these materials at the top of the lesson plan outline in the space provided for materials.

OTHER THINGS TO REMEMBER IN DEVELOPING LESSON PLANS

- Always make sure that your brief lesson plan notations will still make sense when you look at the lesson plan months later for the next training cycle. Be sure to write the current date and note material to be reviewed from a previous competency in pencil on the lesson plan so that they can be erased when dates and review items change.
- Jot down some comments on strong points and weaknesses the back of the lesson plan, or on a separate piece of paper to be filed with the lesson plan, the same day you teach the lesson. This will make it easier for you when you come back to revise it later.
- When you finish filling in the lesson plan form, you can go back to your competency outline and fill in the area called "Activities." You will then have completed both the competency outline and the lesson plan and be able to use them efficiently in future training cycles.
- One final note: It is entirely possible to teach several competencies in one day, especially if they are simple and interrelated; it is also possible to teach only part of a competency in one day if it is difficult.

SAMPLES FROM THE FIELD

SAMPLE LESSON PLAN FORMATS

Lesson plans can take many formats. The first of these two examples was developed by Peace Corps Nepal to help teachers design lesson plans. It consists of two lesson plan formats with questions to guide teachers as they design lessons. The second is the form used by teachers in Ecuador to record their daily lessons. There are other samples of lesson plan formats in Section 5 (Principles of Learning and Teaching) , and on the CD-ROM that accompanies this Resource Kit.

SAMPLE LESSON PLAN FORMAT

Objectives	What will the students be able to do at the end of the session ?
Procedures:	What steps will lead to attaining the objectives? • Review / warm-up • Presentation • Practice • Application • Activities • Evaluation / Feedback
Directions:	What will I need to say in order for the learners to understand and carry out the activities ?
Time factors:	Approximately how much time will be spent on the different activities.
Materials:	What will be needed in order to carry out the lesson ?

SAMPLE LESSON PLAN

Date __________________
Time __________________

Topic: ______________________

Objectives: ____
____
____

Warm-up Review:
* Climate setting
* Make linkage with previous lesson.

Presentation:
* What must they understand ?
* What are the purposes of my activities ?
* How long will each activity take ?

Practice:
* How will they practice ?
* What are the purposes of my activities ?
* How long will each activity take ?

Application:
* What Trainees can do with language ?
* What activities will be suitable to the Trainees to use the language they learned.

Materials:
What materials do I need ?
* For teacher use
* For the trainees use

Task: What could the Trainees do after I taught the lesson ?

Feedback:
* I want to know how this session is received.
* Is my demonstration clear ?
* Do they have suggestions that will help me to improve my delivery ?

PLAN SEMANAL DE CLASE

(Este plan debe ser completado diariamente y puesto en un lugar visible, en caso de ausencia del profesor o simplemente si Ana desea saber que se está desarrollando)

SEMANA : ....
IDIOMA : ....
PROFESOR: ....

Aspirantes:
1.................................
2..............................
3..............................

TOPICO/UNIDAD: ....

I. INTRODUCCION:

1. Saludos
2. Conversación dirigida con objetivo(secuencial)
3. Repaso del material anterior
4. Corrección de tareas
5. Enunciar el objetivo de la clase del día (aunque la clase fuera de repaso o clase de conversación)

II. ACTIVIDADES:

Temas desarrollados: (Incluir aquí material nuevo y/o material de repaso. Indicar el día en que fue desarrollado).

....
....

III. PUNTOS GRAMATICALES.

....
....
....

IV. TECNICAS./EJERCICIOS./SITUACIONES/TEMAS DE CONVERSACION.

....
....

V. TAREAS ASIGNADAS. (Incluir aquí tareas asignadas del libro o de otro material, actividades fuera de la clase, u otro tipo de tarea asignada).

....
....

VI. CHARLA: (No olvidar dar retroalimentación después de la charla).

Tema: ....
Comentarios:
....
....

VII. ESTRATEGIAS PARA SEGUIR APRENDIENDO

....
....

VIII.OBSERVACION: (Incluir aquí comentarios generales, tópicos/objetivos para la próxima semana, cambio de estudiantes, comentarios relevantes para el próximo profesor.)

....
....

HOW
TO DO IT

ACTIVITIES THAT INTEGRATE OTHER COMPONENTS

Language Coordinators have identified language practice activities that are especially useful for integrating language content with the technical and cross-cultural training that also makes up the PST.

INTEGRATING LANGUAGE AND CULTURE

- **Homestay Preparation**
  - informing host family about going out; greetings & taking leave; Qs to elicit personal information
- **Homestay Activities & Assignments**
  - interviewing family members; learning local songs, games, sports, and dances.
- **Asking About Local Customs**
  - courting / dating; marriage; wake /vigil/funeral
- **Simulations For Practice And Assessment**
  - market / stores; homestay; office
- **Cultural Tours**
  - historical & religious sites
- **Critical Incidents**
  - family members relationships; community relationship (social structure)
- **Role Plays**
  - homestay situation e.g. eating.; making courtesy calls
- **Hands-On Activities**
  - working with farmers, fishermen, craftsmen, cooks, seamstresses, musicisabs, artists, etc.

INTEGRATING LANGUAGE AND TECHNICAL

- **Use Of The Daily Learning Cycle**
  - principles for technical competencies
- **Presentations**
  - demonstrating a technical process; explaining a technical process
- **List Of Technical Terms From The Technical Coordinator**
- **Site Visit Assignments**

INTEGRATING LANGUAGE WITH BOTH TECHNICAL AND CULTURE

- **Conducting Simple Community Surveys**
  - using procedures based on participatory rural appraisal and other such tools.
- **Cross Culture Community Development**
  - (CCCD- Nepal model).

TIPS FROM THE FIELD

TIPS FOR INTEGRATING LANGUAGE WITH OTHER SECTORS

Language Coordinators have developed this list of suggestions to help you integrate your language activities with other sectors.

BEFORE TRAINING BEGINS

- Organize a meeting before PST with different Coordinators.
- Get from them a list of technical words that will be part of the Survival Kit.
- Also get a list of the Technical, Cross-Culture sessions and competencies.
- Ask for any pictures or books that could help trainers to write material.
- Design and plan with other components. This will help you to know when Trainees have lessons.
- Develop a schedule of training events that involve everyone in the program such as this one:

CALENDAR OF EVENTS

Week 2: Field trip
Week 4: Language Trainers going with Trainees in field work
Week 5: Cooking Party
Week 6: Site visit
Week 8: Field trip

INTEGRATION WITH CULTURE

- Keep in mind that in a competency-based curriculum, each competency provides an opportunity for integration of language with culture. Because the content is based on real situations, learners can go out of the classroom and try the language in the actual cultural context.
- Some cultural topics (shamanism, cultural differences within the country, role of women, minority groups) may be covered through talks given in the target language.

- Visitors can be invited to the language class to chat with Trainees informally on topics of high interest. Have a visitor tell a well-known folk tale or legend.
- When doing community language tasks or carrying out language assignments with host families, PCVs could be asked to observe cultural behavior and norms.
- Have Trainees learn poems, songs and jokes, how to play popular local games and vocabulary used when playing them.
- Dialogues and role plays should emphasize specific aspects of cultural life, social norms, customs, etc.
- Language Coordinator and teachers can also act as cross-cultural trainers. Their role is, besides facilitating sessions, to act as cultural resource.

INTEGRATION WITH HEALTH AND SAFTEY

- Several Medical sessions, such as, nutrition, harassment, and reporting an emergency, can be coordinated with the similar language classes. Language teachers present the vocabulary necessary for the respective topic in a language session before the integrated one. The medical session can be done for the first part in English and for the second part in target language. Role plays can be acted out in the target language.

INTEGRATION WITH TECHNICAL

- Selected teachers may participate as interpreters/facilitators in the technical presentations and sessions and field trips.
- Coordinate with the schedule for technical demonstrations.

HOW TO DEVELOP A TECHNICAL LANGUAGE LESSON

- The technical language sessions should be relatively short, about forty-five minutes to one hour, and scheduled about once a week on average. They are intended to complement the technical training sectors in preparing Trainees to work in their fields and also to provide yet another change of pace from the normal classroom language lessons.
- In these sessions, the Trainees are divided by sector and have special language sessions that focus on the technical language and vocabulary necessary for the Trainees to work in their specialized field.
- A typical technical language lesson begins with the Trainees receiving a list of new vocabulary words relating to some aspect of their field. For example, the SBDers might have banking vocabulary, the ENVs might have vocabulary about natural features and TEFLers some information about the school system.
- The Trainees go over the vocabulary and ask clarification questions, then the LIs have some short exercises, dialogues, role-plays, etc. to check the Trainees' understanding of the material.
- Check that the dialogues and role plays are authentic. Ask currently serving PCVs or APCDs to find out how realistic they are.

SAMPLES FROM THE FIELD

ACTIVITY TO INTEGRATE LANGUAGE AND TECHNICAL

This activity was developed by Peace Corps Philippines to integrate language with technical competencies. Note that it can be used for both language practice and as an assessment activity as well.

Language-Technical Presentations

This activity may serve as a culminating activity in Pre-Service Training where Trainees will demonstrate their proficiency in their target language by presenting a topic in their respective sectors in the target language. Audience may either be the staff or the host families. Individual or group presentations may be done, too.

Procedures: 1. At language orientation, Trainees are informed that part of the assessment process will be a technical presentation in the target language before the end of PST.

2. Three weeks before the end of PST, Trainees consult with their Technical Trainers as to a possible topic to present.

3. Trainee and Technical Trainer will develop a 5-minute presentation on the chosen topic.

4. Trainee and language instructor will work on translating the topic into the target language, prepare visual aids , and practice the text for proper pronunciation and intonation.

5. Trainees will practice their presentations in small groups. Instructor will give Trainee feedback on T's performance.

6. Trainees make presentations in the last week of PST.

Possible Topics: Simulation of a Village Meeting; How to Prepare an A-Frame; Seedbed Preparation; Bio-Intensive Gardening; Constructing Artificial Reefs; Castrating a Pig; Conducting Community Surveys; Constructing a Ferrous Cement Tank; Repairing Wells.

THINGS TO THINK ABOUT

LANGUAGE TRAINING IN MULTILINGUAL COUNTRIES

DIFFERENT SOLUTIONS FOR DIFFERENT SITUATIONS

Many countries where Peace Corps Volunteers serve are multilingual, but from the perspective of designing a language program, they fall into three categories:

- countries with several regional languages,
- countries with linguistic diversity bridged by a strong national language, and
- countries where most people need to speak at least two languages.

COUNTRIES WITH SEVERAL REGIONAL LANGUAGES

Looking at the first category, we find countries where five or more languages may be spoken, but there is no one language that everyone speaks, or the common language is English. In these countries, such as Uganda and Micronesia, Trainees learn the language used in the geographic area of their assignment. This multiple language situation presents ambiguities and problems for program design: How can homestay be structured so that Trainees are not speaking English with their host families? How important is the "local" language anyway? How can PCVs be motivated to learn Language X when so many people around them speak good English? Training programs in Namibia and Uganda have also had to wrestle with the difficulty of deciding which language to teach to whom, when it is not always clear early on where a Trainee will eventually be assigned.

COUNTRIES WITH LINGUISTIC DIVERSITY BRIDGED BY A STRONG NATIONAL LANGUAGE

In a number of other countries, a *lingua franca* has been adopted, and Trainees need only learn the one language. In Papua New Guinea, for example, there is a huge number of languages, each with a relatively small number of native speakers. As a result, Tok Pisin, a creole language, is used by most people as a means of communicating with others outside their language group, and has become the mother tongue for many. It is this language that Peace Corps teaches to

Trainees. The situation may not always be so clear. In some instances PCVs may be trained in only the national lingua franca, but may later find they need the local language because they are working with a relatively disenfranchised population, e.g., women, out-of-school youth, or farmers. In these cases, the PST language program may need to be re-designed, or a language IST must be organized.

COUNTRIES WHERE MOST PEOPLE NEED TO SPEAK AT LEAST TWO LANGUAGES

Most problematic for Peace Corps, though, is the third category: posts that are bilingual. Nearly thirty posts fit this description. People in these countries may speak a national language or the language of a former colonizer, (usually for purposes of government, education or trade), but they retain the use of their still widely-spoken mother tongue for day-to-day communication. This situation holds for virtually all Francophone and Lusophone posts in Africa, at least five posts in Inter-America, and a number of former soviet republics, particularly those in central Asia, where the non-Russian languages have had little foothold in educational institutions for generations. As a result, Peace Corps teaches two languages to newly arrived Trainees in these countries.

Training designs at these "two-language" posts vary because of several factors.

- The first is the relative ease of the languages involved, which affects how much time must be spent on each language in training. In Suriname, for example, rapid progress can be made in the national creole, Sranan Tongo, so after just a few weeks, Trainees can begin working on their second language, which may be another creole or a rather difficult indigenous Indian language, such as Trio. During the PST, the first language can be maintained through contact with the homestay family and the community surrounding the training site, while the second language is being studied intensively in the classroom. If the two languages are unrelated to each other and are both difficult for speakers of English, such as Uzbek and Russian, at least three other factors need to be considered.
- A second factor is the relative importance of each language for each Volunteer assignment and living situation. For example, in the Philippines, although the national language, Tagalog, may be critical on some islands, it may have little importance for Volunteers serving in remote island communities. In Ghana, some survival Twi is useful for all PCVs, but Volunteers have the greater need for fluency in the local language of their assignment. This factor may have an impact on the balance of emphasis between two languages for different Trainees at the post. A way to structure the program in this situation, then, is to provide only an introductory

course in one language, using this time to mull over site placements, while Trainees demonstrate their language learning aptitude and discover their own learning styles. After site assignments have been determined, some Trainees may continue in the first language while others tackle a second one.

- If both languages are important, which is frequently the case in countries where French or Spanish is spoken, posts may extend the PST and/or divide the training time equally. Alternatively, posts may set a proficiency standard which Trainees must meet before moving into a local language (though a rigid standard is impossible to maintain). In some of these posts, there has been an effort to recruit fluent speakers of Spanish or French, so that these Trainees can concentrate on the local language exclusively. In still other posts, the majority of the training time may be spent on the national language, but the final three weeks are devoted to the local languages, and during this time, Trainees must learn and demonstrate skills for self-directed learning, which may have been introduced earlier. There would probably be follow-up language ISTs in all of these situations.
- Finally, the political or social status of the language is another factor to be considered. Government language policy or general stigmatization of the language may discourage the teaching of a language of a former colonizer. For example, although it may be useful to be able to speak Afrikaans or Russian in some posts, it may be impossible for Peace Corps there to announce publicly that it is offering instruction in these languages. (A somewhat similar situation can exist in creole-speaking posts where the most widely spoken language is held in low regard, particularly among the educated, who may consider the creole as a "broken" form of English or French, for example.) The status factor may be strong enough to rule out training in one language during PST, leaving it up to individual Volunteers to assess the importance of the language at their sites and find tutors there, if necessary.
- In all two-language posts, it is important to help Trainees develop the skills, knowledge and strategies to continue working on the language after Pre-Service Training. Current Peace Corps efforts are focusing on tutor training, materials development, independent learning skills development, and IST design.

TIPS FROM THE FIELD

POINTS TO CONSIDER IN MULTI-LANGUAGE ENVIRONMENTS

Language Coordinators from ECAM countries developed this useful matrix for the issues you will need to consider if your post is involved in teaching multiple languages.

1. To Decide Upon	2. Take Into Consideration	3. Think About
• When to start the new language?: week 1 -OR- middle of training, after site selection	• Trainees starting with 2nd language from very beginning won't be able to function in the host country language	• How might it influence their life as a PCV and relationships with the HCNs?
• Principles of Building the Curriculum	• Trainees have some general knowledge about 1st language (survival); which they can apply to the 2nd language	• Psychological impact of starting from the very beginning again
• Choosing the competencies	• Needs assessment • Advice from current PCVs • Suggestions from APCD & Tech. Coord.	• The local situation NOTE: Basic survival 2nd language should be offered to the PCVs as an option

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HOW TO DO IT

GROUPING OF STUDENTS DURING PST

FIVE PRINCIPLES

Before Pre-Service Training begins, Language Coordinators need to make decisions about how to place students into groups for language class. First, the Coordinator needs to understand the purpose of grouping. It is not necessarily the case that completely homogeneous grouping--putting similar students together--is always the most beneficial goal, even if it were reachable. Students who differ in age, learning style, area of technical specialization or even learning rate can learn from one another, and a skillful instructor can maximize learning from this diversity. On the other hand, no instructor should be expected to develop multiple lesson plans because the learners in one group have such diverse needs or levels of proficiency. Students are grouped in order to provide the best learning conditions possible.

Although there is no single advisable solution to the issue, there are principles to be observed. The following five principles should be followed when making grouping decisions:

1. RESPECT LARGE DIFFERENCES IN PROFICIENCY LEVEL

In French- and Spanish-speaking posts, many Trainees arrive with some previous knowledge of the language and need to be divided by proficiency level. In many of these posts, the Peace Corps LPI is administered for this purpose. Such a sophisticated, formal procedure is probably not necessary for the relatively self-evident discriminations to be made for placement--a brief, casual chat with an instructor or the Language Coordinator would probably reach the same result. In Mali, newly arrived Trainees simply read descriptors of the ACTFL levels and were able to place themselves in proficiency level groups with as much reliability as the formal testing procedure. But the score on the LPI can be a useful "benchmark" to use when measuring later progress, so it continues to be used for learners of Spanish and French.

2. RESPECT LEARNER PREFERENCES

By offering learners a voice in grouping decisions, the Language Coordinator is taking a first step in building learners' sense of responsibility for their own learning. Although honoring all learners' wishes may be impossible, it should not be too inconvenient to consult the Trainees formally or informally about their likes and dislikes. A sample questionnaire for this purpose is appended here. Asking Trainees about their preferences does not mean that staff have completely surrendered grouping decisions to the learners; teachers, the Language Coordinator and others should be a part of the process also.

3. RESPECT LEARNERS' NEEDS

For At least some of the time during PST, and for much of the time during ISTs, learners can be grouped according to what they want to spend time on, by areas that need remediation, or by technical specialization. In other words, an initial placement grouping does not have to be the only grouping used throughout training.

4. USE STYLE INVENTORIES AND APTITUDE TEST SCORES VERY CAUTIOUSLY

Grouping by learning style is a tempting option, but does not necessarily result in successful groupings. Results of learning style inventories such as the Kolb Inventory may not be very applicable to language learning, especially in the unique Peace Corps conditions. Learning style "types" may also vary over time and according to specific tasks, so a single inventory may be misleading. If using a learning style inventory as a means of grouping, Language Coordinators are encouraged to use additional means as well. In earlier years, Peace Corps used a version of the Modern Language Aptitude Test to group students but discontinued it when Trainees complained of being unfairly labeled and "pigeon-holed," and instructors found that Trainees' actual achievement didn't match the test's predictions. Unfortunately, aptitude testing had not reached a point that it could reliably identify learners of similar learning rates and abilities--and it still has not. Factors such as motivation, culture shock, physical illness, idiosyncratic preferences and personality play too great a role in language learning for even the most sophisticated modern aptitude tests to predict what kind of a language learner any individual is likely to be.

5. MULTIPLE MEASURES WILL YIELD THE MOST SATISFACTORY RESULTS

Rather than relying on a single test, questionnaire or procedure, Language Coordinators should use several, so that the principles briefly described here can be applied as fully as possible. Note that the Strategy Inventory for Language Learning (SILL) is intended to increase learners' awareness of strategies, not to identify their learning styles. The SILL should not be used for placing students in groups.

HOW
TO DO IT

LANGUAGE PLACEMENT QUESTIONNAIRE FOR GROUPING TRAINEES

This questionnaire was designed for Peace Corps Thailand as part of their first community-based training (CBT) to get information on the Trainees' language class preferences. It can also be used to get an idea of Trainee preferences in other training models as well.

Name________________________

Language Class Preferences

1. I (a. dislike b. don't mind c. like) the idea of studying in a class with others who may be faster or slower than I am.

2. I would prefer a class with (a. few b. occasional c. many) explanations about the grammar and other aspects of the language.

3. I (a. dislike b. don't mind c. like) being in a class with few English explanations, in order to stay in the new language as much as possible.

4. I (a. dislike b. don't mind c. like) classroom competition--games, trying to answer questions first, etc.

5. I do best when learning (a. on my own b. with a partner c. with a group).

6. In classroom activities, I am likely to (a. take my time and double-check my work b. finish quickly and check for mistakes later).

7. When it comes to hearing a new language and picking up new sounds and vocabulary, I am (a. not so good b. about average c. quite good).

8. The most important suggestions I have about my language class are:

TIPS
FROM THE
FIELD

DO'S AND DON'TS OF GROUPING AND ROTATING STUDENTS

Language Coordinators developed these suggestions for forming and changing Trainee grouping

DO

- Allow maximum Trainee choice.
- Be ready to adjust at Trainee request.
- Include teachers' opinion in grouping decision.
- Use multiple measures.
- Get Trainees' suggestions for grouping process.
- Learning Style Inventory can be useful but also consider Trainees' preference for Grammar, Hi/Low Speed/ Stress, Conversation, etc.
- Rotate teachers or students for variety.
- Try reshuffling classes from time to time, and put different learning pace and learning style people in one class group. This helps Trainees learn to learn from each other.

DON'T

- Don't use SILL to group PCTs.
- Don't keep secrets about the grouping process.
- Don't rely on aptitude tests.
- Don't assume that there should always be a slow group.

OTHER TIPS

Use a mix of grouping techniques, such as this system:

- In the beginning Trainees form their class group by themselves. Language Coordinator prepares one sign up sheet for class group and Trainees sign up.
- Within a week this first class group is rearranged by Language Coordinator. Rearrangement of the classroom is based on language trainers' observation/evaluation and Trainees' input.
- Trainers keep daily log of Trainees' language progress. Every evening the language staff share their observations on the Trainees' progress, their learning pace and style.

SAMPLES FROM THE FIELD

DIFFERENT SYSTEMS FOR GROUPING TRAINEES

Language Coordinators from ECAM countries included this information in their final reports about how and why they grouped Trainees, and the relative advantages and disadvantages of those systems.

SLOVAKIA

- The Trainees were grouped according to their relative ability and proficiency in learning the language.
- The groupings of the Trainees were re-assessed by the language staff every two weeks and the LIs assigned to each group were switched at this time as well.
- Reasons for moving a Trainee to a different group might be if a Trainee started moving ahead of her current group or conversely, falling behind.
- Several times groupings were changed because of personality conflicts among Trainees within the group. The language staff also tried to group together Trainees who had similar learning styles.
- The rationale for changing the language instructors was to give the Trainees exposure to different accents and speaking rhythms, as well as exposure to different teaching styles.

ALBANIA

- Grouping Trainees started before they arrived in Albania. The language coordinator read through all their PTQs, noting for each of them, their abilities in the foreign languages, and their expectations, as far as Albanian language was concerned. Then, during the initial orientation, in her first four Albanian classes, besides teaching the new things to them, she and her assistant, carefully observed, who was grasping the new words and expressions better and faster. This helped a lot in grouping the Trainees for the first two weeks, and it worked well. Anyway, the language coordinator was flexible in switching Trainees from one group to another one, when it was needed.
- For the next weeks up to Week 4, it was done according to the Instructors' assessment of students' performance and

Trainees' self assessment.

- For Week 5, grouping was done according to their specific sector and proficiency, and the rest of the other weeks, according to their proficiency, considering their opinion as well as that of their language instructor.
- Starting in week 3, we formed one group of slow learners, and they followed the same language manual, but paid specific attention to the communicative language, doing mostly review and situational dialogues, rather than grammar problems. It proved to work really well. By the end of the PST one of the Trainees, who belonged to the slow learners, got Intermediate Low, something very satisfying.
- From the week 4, the language instructors adapted their lesson plans to the level of the groups they were teaching, and for the fast learners, introduced special additional activities.
- There was also the rotation of the language instructors, once in two weeks. First, some of the Trainees didn't like it too much, but later, they really appreciated that. Anyway, the Language Coordinator, was very flexible in assigning teachers to different groups, considering the experienced teachers and the fast learners.

CZECH REPUBLIC

The grouping pattern was another innovation to the 1995 PST.

- It was based on the following requirements:

Trainees should be exposed to a variety of accents and different voices; Trainees should be exposed to multiple teaching styles; confusion by frequent changes of teachers and haphazard regrouping ought to be avoided; Trainees should be grouped according to learning styles to avoid frequent regrouping; at some point Trainees with similar language learning ability should be able to be in one class to profit from each others' progress; the TEFL component Trainees should be in separate groups to avoid complications during the two-week TEFL Practicum in the second half of PST

Groupings were done in the following ways:

- a learning style inventory was administered in the beginning; the Brain-Dominance and learning style preference (*visual, audial, tactile*) were tested, and the Trainees' preference in the *visual, audial, tactile* range was taken into account for grouping.

The Trainees were grouped in the following pattern: 50 Trainees were broken into 6 groups of 8-9; each group formed three language classes; each group was assigned three teachers who rotated over the classes everyday:

- The teachers were given relative freedom in organizing the work of their group.
- The rotation pattern varied from three times a day, two times a day, to daily.

- For some activities the whole group was brought together.
- Changes by ability took place mostly within the group and were the responsibility of the lead teacher who consulted with the Language Coordinator.
- There were only two regroupings necessary across the teaching groups.
- This pattern also allowed for more individual attention to the needs of slower, or more advanced Trainees.
- On Friday of Week 9 the Trainees were regrouped for the day so that they had a chance to work in a different class with a new teacher for the purpose of review.

ROMANIA

- One of the key factors that led to the good results of the PCTs in learning Romanian was the possibility of working in small groups. With an average of 3 students in a group the speed of progress is higher than in a larger class.
- Initial grouping was done based on the PCTs' assessment of their previous exposure to foreign language or to Romanian language. Groups were kept the same for 2 weeks in a row.
- Groups were reassigned based on the feedback given by instructors, on different evaluation forms used and on learning style preferences.
- Starting with week 7, due to LSP implementation, each student was in 2 different types of groups, regular and technical, which contributed to reinforcing PCTs independence. This allowed us to have also mixed ability classes and to avoid monotony.

BULGARIA

- The groups were small - 4 or 5 people and in the last 3 weeks there was 1 group of 2 people only.
- The initial groups were formed with the assistance of all language staff using the results from Learning-Style Inventory filled out by the Trainees on Friday prior to Week 1.
- After the first two weeks of training, the Trainees were re-grouped according to their level of language achievement.
- The teachers started to give special attention to the slower groups who started to cover the same competencies as all the other groups but with simpler structures and vocabulary. This decision was taken keeping in mind that when they go to their sites, all Trainees will have the same language needs.
- The second re-grouping was in Week 4 before the SBD people left for their SBD Conference. The TEFL and the ENV Trainees stayed together and the SBD were put into separate groups.
- The third re-grouping starting with Week 7 brought SBD and ENV people together while TEFL Trainees formed their separate groups because they had their Practicum.
- The last re-grouping was after the Practicum finished at the end of Week 10, when people from all the three projects were mixed together.

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- Separate groups were formed for the technical language classes which started in week 2 when the Trainees went into different groups only for their tech language sessions.
- From time to time individual Trainees were moved to different groups based on their self-assessment forms, on the teachers' feedback on their language progress and on direct feedback received in one-on-one conferences with the Language Coordinator. We also tried to accommodate some Trainees who said that they had communication problems with some of the other people in their group. Those, of course, were just isolated cases.
- This model of grouping people according to their level of language acquisition should be kept in future trainings for it answers the individual needs of most of the Trainees. I say most, and not all, since a few of those with lower language skills expressed a desire to be in a higher-level group so that they could be stimulated and pulled up by the faster learners. This is an intricate question because, on the other hand, the faster learners felt frustrated when someone of the group started to fall behind.

MOLDOVA

- The language groups for the first phase were formed at random based on the information from the Pre-Training Questionnaire. Groups were fixed according to age and sex. Five groups of 8 and one group of 6 students(initially) were taught by a team of two teachers each.
- Group changes occurred at the beginning of each phase
- Students of similar levels of language acquisition were placed together only towards the 8th week of training, when a Grammar/ Traditional Methods class was formed. Prior to that, the strategy was to avoid "labeling" the groups or the students as "fast" and "slow" learners, as happened in other trainings, and also to model the real situation in the schools, were the TEFL Volunteers will have to deal with multilevel classes.
- At the end of PST Trainees were divided into SBD(3) and TEFL (3) groups, where their needs will be better addressed.
- The best way, it seems, is to work with pairs of teachers. Situations and dialogs can be offered most realistically. Having one Romanian specialist and one English specialist is extremely beneficial for solving problems and developing and refining plans. Having one experienced teacher and one new teacher assures the success of the whole process.

THINGS TO THINK ABOUT

COMMON CHALLENGES PRESENTED BY PROBLEM LANGUAGE LEARNERS

Peace Corps Nepal developed this group of case studies about common "problem Trainees" who, for one reason or another are not achieving the competencies or proficiency levels that are expected of them. You may want to use these as part of your TOT and have your teachers brainstorm possible solutions. Alternatively, you may just want to study them and identify common issues that you may need address as you organize your training materials and activities.

ABE	Abe is a 23 year old Trainee. He will be working as a Mechanics Teacher at the Vocational School. He is very good in language. He studies every day. The problem is he has a memory problem. Although he studies a lot, after one day or so, he can't remember anything.
CHARLENE	Charlene is an unmotivated Business Volunteer, who shows up late for language class. She is a lawyer by profession and feels that others in language class should not be doing better than her. She does not see the importance of learning the target language because she will be an urban (district center) Volunteer and English is the predominant language.
BILL	Bill is a very motivated Trainee in his work. He likes Nepal very much. But in language he does not improve much because: He does not want to make mistakes. He forgets previously learned materials. He cannot concentrate for more than one hour in the class. We have tried the following for him: Individual attention was given. Direct method was not applied to him. Translation was provided. An action plan was made. Still his Nepali language skills are not improving.
ROGER	Roger is a slower learner because: He lacks confidence in language. It's hard to learn new language. He is older. The language classes do not relate to assignment. He complains

about weather. He cannot understand trainers' speech. Help Offered: extra lessons; remedial work; placed in a slower learners group; encourage host families to speak the language to him at home

DAVID	David: Senior Volunteer who was once a Major in the US Armed Forces. Complains about language instructors' incompetence and the unavailability of student materials. He feels that locals should be learning English, which is the reason behind his being a Volunteer.
JANIE	Slow Learner Janie keeps saying: I can't remember what I learned yesterday. I've been at my site now for six months and still can't go beyond saying Hello, etc.
HANK	A senior Trainee, Hank is slow because he is not motivated. He hates the language and does not see it as appropriate for the site. He is very quiet, not social.
MARY	Mary is 73 years old. She forgets things easily. She tries to give excuses for not being a good language learner. She complains to the PD and LC that the language instructor pays more attention to other, more active students.
PETER	Peter is 24 years old. He is well - accepted by his village and community, but he cannot understand simple questions in the language. This is his first language learning experience .
TOM	Tom is a slow learner because he has a hearing aid. He cannot hear well. It is hard for him to listen. It is hard for him to pick up new words in the language. It is hard for him to speak the right words.
MIKE	Mike is a slower learner who has difficulty with his speech because sometimes he mumbles to himself. He has hearing problems because sometimes he forgets to wear his hearing aid. He is an older Trainee who didn't want to go back to a classroom situation.
JOCELYN	One of the slow learners, Jocelyn, is an older learner. When we ask her to practice in class, she cannot do it even though she has just learned those words or sentences or even when we asked her classmates to practice them first.
DONALD	Donald is a male Volunteer, age 23. He hasn't studied any other language before. In motivation - he does not see any use of the language. He is a TEFL teacher and hopes to get assigned to the capital city. He does not recognize different sounds which are not in his native tongue and cannot produce those sounds. He cannot get rid of the grammar structure or word order of English. He seems to have a "bad memory", and mixes up everything.

THINGS TO THINK ABOUT

ENCOURAGING INDEPENDENT LANGUAGE LEARNING

ISSUES THAT AFFECT INDIVIDUAL LANGUAGE LEARNING

As mentioned at the beginning of this section, one important goal of PST should be to train Volunteers to continue their language learning after the end of PST. Therefore, in addition to goals about specific competencies and proficiency levels, an equally important part of the content of the PST should focus on skills and awarenesses that foster independent, self-directed learning. Specific session designs to use in PST to prepare Trainees for self-directed language learning are included in Section 6 (Ongoing Language Learning) of this Resource Kit. As you design your training, it is important for you to consider the following basic issues of independent language learning and decide how you will incorporate them into your PST.

1. ATTITUDE	How Trainees feel about the language, their perception of their ability to learn it and their confidence in taking more responsibility for learning.
2. KNOWLEDGE ABOUT LANGUAGE AND LANGUAGE LEARNING	What Trainees know and believe about what language is, about the particular language they are learning and how people learn a language.
3. SELF-KNOWLEDGE	What Trainees know about their own range of learning styles, modality preferences, and other personality factors that influence their learning.
4. MANAGING LEARNING	What Trainees understand about planning, monitoring and evaluating their learning and learning processes.
5. LESSON PLANNING	Skills Trainees have for sequencing the steps in learning (attending, comprehending, remembering, practicing, using), knowing when to use specific strategies.
6. KNOWLEDGE OF STRATEGIES	Specific actions or mental steps that Trainees can use to manage their learning and to carry out a self-directed lesson.

HOW
TO DO IT

A SEQUENCE OF PROCESSES AND ACTIVITIES TO PROMOTE SELF-DIRECTED LEARNING DURING PST

The following kinds of activities and suggestions were developed for 1997 PST for Peace Corps Thailand. Fuller descriptions of specific materials and sessions are contained in the information on Self-Directed Language Learning in Section 6 (Ongoing Language Learning) of this Resource Kit.

FROM THE BEGINNING OF PST

- Teachers should introduce specific **strategies** for planning, focusing attention, monitoring, communicating (speaking and listening), memorizing, and practicing. This attention to strategies should be integrated into the "regular" language lessons. They can introduce the idea of strategies with "Questions You Can Answer Without Thinking," included later in this section
  Refer to "Strategies in PST Lesson" or "Strategies List" for selecting strategies and ways to introduce and practice them. Also see suggestions in *Language Learning Strategies for Peace Corps Volunteers* on pp. 15-17.
- Be sure to include some of the most powerful strategies:
  - Focused listening or reading for a specific bit of information
  - Guessing meaning from context
  - Memory strategies
- Trainees should be keeping a learning log, using it as the basis for question/answer activities every other day or so. Trainees should be writing about new words and expressions they hear, strategies they are using etc. They should be writing about their community entry activities, culture skill learning activity, and community assignments from the language lesson. Be sure to allow time for writing in the learning logs and to compare ways of selecting and organizing contents of the logs.
- Trainees should practice self-assessment using a competency checklist.

FROM WEEK 3	• Incorporate Trainee suggestions or give Trainee choices for content of lessons.
FROM WEEK 5	• Have individual Trainees co-plan some lessons (no more than an hour of instruction) with the teacher, so that Trainees learn the process of selecting content and sequencing activities. Each Trainee should have this co-planning experience two or three times.
WEEKS 4-11	• Do readings (in English) and activities (about one per week) that help Trainees understand more about language and language learning and become more aware of their own learning styles. Here is a possible sequence: - Analysis of learning style: Use a learning styles inventory. - Beliefs about Thai: Contrast Thai and English - Beliefs about language learning: Do the True/False Quiz included here. Explanations of the answers are in *Language Learning Strategies for Peace Corps Volunteers*, pp. 3-5. - Do the SILL to acquaint Trainees with a wide variety of learning strategies. - Beliefs about language and communication: Have Trainees read and answer questions about Chapter 5, "The Communication Process," in *How To Be A More Successful Language Learner*. NOTE: Remember to help Trainees learn how to use resources such as dictionaries or reference grammars.
BY WEEK 8	• Reflect explicitly on the culture skill learning (Trainees were asked to learn a skill such as weaving or fishing in their host community) to understand the main elements of self-directed learning. Compare the process to language learning. Follow up with a focus on how to do a needs assessment.
WEEK 10 OR 11	• Trainee plans a language lesson or two using a language informant (not a trained teacher) to practice and demonstrate the ability to use an un-trained tutor. The language lesson should be based on the Trainee's needs assessment of a tech project he or she is doing in the village. • Conduct a session about selecting and using tutors. Refer to materials elsewhere in this section.

SAMPLES FROM THE FIELD

SETTING UP A PST SCHEDULE OF ACTIVITIES FOR SELF-DIRECTED LEARNING

Here is the PST training schedule that was developed by the Czech Republic to insure that language learning strategies and other self-directed language learning activities were scheduled into the ongoing competency-based curriculum.

LANGUAGE CONTENT	WEEK	STRATEGY FOCUS	TEACHING ACTIVITIES	SPECIAL SESSION TOPIC
staff-selected general competencies	1	a. induction b. no rules c. induction	spread out over the week: a. pronunciation only b. grammar c. grammar	1st session: Intro to Lang. Tr. Prog.
staff-selected general competencies	2	deduction	spead out over the week: grammar; word root with prefixes/suffixes Consolidate/ review at end of week	Strategy discussion: induction vs. deduction
staff-selected general competencies	3	visual vs. oral	two days focus on each "style"; activities: a. written work introduced towards end of lesson only b. written work introduced just before "practice" c. written forms introduced just after teaching respective language d. written forms given as preview to lesson	Strategy discussion: visual vs. oral

staff-selected general competencies; **begin trainee-selected comp. content (vocab.; expressions)**	4	"correction"	a. T corrects Ss explicitly b. T signals mistake, Ss self-correct c. T signals mistake; gets other Ss to correct d. no active correction unless complete lack of communication	Strategy discussion: correction (applied to tutor/helper) Review/ consolidate at end of week
staff-selected general competencies; **add trainee selected optional competencies ("interest groups")**	5	focusing on specifics (listening)		
same as week 5	6	focusing on general idea (listening)	Do styles survey at end of week; Trainees choose competencies for next week	Review/ consolidate at end of week
same as week 6	7	focusing on specifics (reading)		
add staff-selected technical competencies; Trainee selected optional competencies ("interest groups")	8	focusing on general idea (reading)		Strategy discussion: focussing on specific idea vs. general meaning Review/ consolidate at end of week
add Trainee-selected technical competencies; Trainee selected optional competencies ("interest groups")	9	self-directed language learning techniques		Strategy discussion: organizing work/ selecting content Session on 'Tutor'
same as week 9	1 0	goal setting for continued language learning		PST Evaluation; Plan of Action (incl. strategy discussion: reviewing old material)

HOW
TO DO IT

BUILDING CHOICES INTO THE LANGUAGE PROGRAM

The previous part of this section outlined some of the principles for increasing self-directed language learning and noted that providing Trainees choices in the language program is an excellent way to increase their sense of self-directed responsibility about the language-learning process. Here are options you may wish to include in your training design for different kinds of language sessions that incorporate the element of Trainee choice as a fundamental part of their organization.

TUTORIALS

Tutorials are optional individual sessions with a teacher to review, ask questions or provide additional practice opportunities. They can be scheduled at a time when there are no other organized training events, such as during the lunch break or in the afternoon. These one-on-one events can be available as a regular aspect of the program, but only held when students actually sign up ahead of time to take advantage of them. "Tutor duty" can rotate from instructor to instructor throughout the week. Programs that use this option usually post a sign-up sheet each day with the name of the tutor on duty and time-slots for people to choose from. Once the time-slots for a particular day are full, Trainees need to wait for the next day's sign-up sheet.

SELF-DIRECTED STUDY

It's important to allow Trainees time to internalize and absorb all the new information they get in their classes. This often doesn't happen outside of class, since Trainees use their free time to socialize with their host-families and other Trainees, and to take care of their own personal needs. This "time for reflection" can be provided through a regular period of unstructured, but mandatory self-directed study, where Trainees can review lessons, work on homework assignments of supplementary workbook activities, or ask questions of an instructor.

CHOICE CLASSES

Many programs provide an "elective hour", when there is a selection of topics for Trainees to choose from. These are usually during the late the afternoon, but the most important aspect of timing is that it be provided on a regular basis, at least once a week, and ideally more often.

- The topics are typically different from the ones that comprise the general sequence of competencies in the program, and Trainees are allowed to choose which class they want to attend. Such choices might include more practice with different competencies (such as a class focusing on language used for host-family situations, or technical competencies), or additional practice with a particular functions (such as asking directions, or dealing with hassles in the street), or a class that is organized around a particular learning style or strategy or language learning activity (such as "grammar intensive" or a special review of a particular topic like verb tenses or noun classes.)
- As you get to know the individual strengths and weakness of your teaching staff, you may find that one teacher is particularly good at explaining grammar, another is especially creative at designing language learning games, and a third has demonstrated particular patience with slower learners. By capitalizing on these individual strengths in your teaching staff you can provide focused practice that will greatly supplement your "regular" syllabus. Many posts combine choice classes with self-directed study by offering the latter as one of the choices during the "elective hour."

QUESTION-ANSWER CONFERENCE

Individual question and answer conferences are not only a good way to assist with particular problems that people may be having, but are also an excellent opportunity to model and give opportunities to practice how to create effective learner-directed language sessions. Not all Trainees will take advantage of tutorial opportunities or self-directed study, so including this kind of conference as a part of your program will help prepare Trainees for designing language lessons with informants (as opposed to teachers.)

SAMPLES FROM THE FIELD

CHOICE CLASSES

Here is the schedule for choice classes offered during a PST in Bulgaria. Each session was 90 minutes long. The program was structured to provide the opportunity to choose once every two weeks, and the classes were scheduled for a morning session early in the week when Trainees were fresh and attentive, rather than having them on a more frequent basis, but at a less ideal time (such as late afternoon, or late in the training week.) Note the kinds of courses that were offered. Final selection of topics for your program will, of course depend on the learning challenges present by the particular language, Trainee needs and the individual talents and interests of your individual teachers.

Week 4

Choice	Topic Focus	Activities
Listening / Speaking	numbers, furniture, prepositions, family relations	picture dictation, listening for gist, describing own houses, conversation fillers
The Cyrillic Alphabet	letters & sounds	fill in the missing letters, reading letters, writing letters
Grammar	gender of nouns, articles, comparison of adjectives, prepositions, types of verbs	chain drill, card game, comparing famous persons, auction, make sentences, fill in the blanks, the longest sentence competition
Reading	international vocabulary in Bulgarian	reading for gist: prepared text with international vocabulary & focusing the attention on newspaper headlines for specific info

Week 6

Choice	Topic Focus	Activities
Speaking	directions, socializing	Following simple directions, socializing at a party
Reading / Vocabulary	daily routines	comprehension reading, guessing the meaning of key words in a context, making sentences using the new words
Reading for Gist	advertisements; visit to Rousse	finding out information; answering to true / false, comprehension and multiple-choice questions
Grammar	aspect of the verb, prepositions, adjectives	concentration game, fill in the blanks, card game - gender of adjectives, synonyms, antonyms
Writing	spelling, writing a short story	write a short story, make up sentences of 3 words, crossword

Week 9

Choice	Topic Focus	Activities
Speaking	free conversation topics	Ts write down a topic of their own interest on a sheet of paper. They choose a topic on one of the sheets of paper at random, and after thinking it over for a while, give a short talk.
Grammar	present simple & future simple tense	Concentration game - for distinguishing between the perfective and imperfective aspect of verbs. Fill in the blanks with the appropriate verb in Present or Future Tense. Memory chain - formation of positive and negative forms of verbs in Future Tense. A game - "Shout in the circle".
Past Simple Tense	formation of the past tense out of verbs from different conjugations	Arranging scrambled sentences in Past Tense. A ball game with verbs in the past. Make up sentences in the past. Formation of past tense forms out of the perfective present form of the verb.
Grammar: Agreement	- of adjectives and nouns - of subject and verb	Put adjectives in the right form next to a list of nouns. Ts ask each other questions to find out different things about the words given on cards using the appropriate gender. Fill in the missing words (nouns, adjectives, numerals, verbs) in a letter using the correct form. Agreement of subject and verb into Present, Past and Future tense (Daily Routines). Compare objects in two pictures.
Questions with *ÍE* & *ÍÅ*	word order of interrogative and negative sentences	Statements to be turned into yes/no questions (with the verb "to be" and other verbs in the Present , Past and Future). Asking appropriate questions to given answers. Multiple -choice interrogative / negative sentences given for concentration on word order, position of *ÍE*, forms of verbs.
Reading for Gist	Signs Instructions Adapted Poetry Telegrams	A card game. A card game. Reading excerpts of poetry in pairs and miming. Reading telegrams

* Writing a letter (for advanced learners) * Writing letters (for slower learners)	*Different ways of opening and closing a letter *Spelling & pronunciation	* Writing a letter and a post card; crossword solving * Fill in the letters; spelling of common words, crossword solving

Week 11

Choice	Topic Focus	Activities
Conver-sation Practice	Topics covered during PST	- a game : My friend the dwarf - 20 questions. LI tells a story about a friend of his/her who lives in a very high block of flats on the 15 floor. Every morning he gets up very early in the morning, gets dressed, has his breakfast, goes out of the apartment , gets into the lift , presses the button to the first floor, gets out of the lift, goes to his office, works there till 5 .30, goes back home , takes the lift,presses the button to the fifth floor, gets out of the lift, goes on foot the rest of the floors to his apartment on the fifteenth floor. What is my friend? - Ts draw a piece of paper with topics written in advance. Each Trainee should talk at least 2 minutes on the topic.
Review of Vocabulary and Pronunciation	Synonyms and antonyms of the vocabulary from the recently covered compe-tencies .	- a game: LI divides the class into two teams and asks them to pick up a topic and make up vocabulary sheets with as many words as possible. - a concentration game: Ts work in pairs. Each pair is given a set of words they should match the couples (synonyms and antonyms) - "Donkey" - with the verbs forming couples of antonyms. Matching the two verbs the trainee should make up two sentences respectively. - LI gives the two teams they have divided the class in a key word and asks them to make up a story
Reading for Gist	Newspaper articles and other relevant materials	- reading a letter written by LI and answering multiple choice questions - psychological test " Are you a lark or an owl?" - read the questions and choose the answer - reading magazine scraps and answering : What is the topic ?
Grammar	Past Tense - Formation of the past tense out of verbs from different conjugation types	Arranging scrambled sentences in Past Tense. A ball game with verbs in the past. Make up sentences in the past. Formation of past tense forms from the perfective present form of the verb. Make up a story narrating in the past - use at least ten verbs. Transformation drill: from future to past tense
Grammar	Asking Questions	-focusing T's attention and eliciting ways of question formation ("IE"-marker and question words.) -game: Guess who's that ? - Ts ask questions and describe a person -text for reading; Ts ask questions to the underlined parts
Writing	Introduction to Manuscript (lower case letters)	The Ts get acquainted with the lower case letters. The Ts write a few words in manuscript and learn how to connect the letters in the words. The Ts read a short text written in manuscript. The Ts write a letter, using the manuscript.
Writing	Writing a Letter	The LI introduces the different ways of opening and finishing a letter in the different types of letters - formal and informal. The Ts write an informal and a formal letter. The LI corrects the letters.

HOW
TO DO IT

COMMUNITY CONTACT ACTIVITIES FOR LANGUAGE LEARNING

This was adapted from a presentation by Peace Corps Language Coordinators from several countries at the ECAM TOT held in Sinaia, Romania in 1995.

WHAT IS A COMMUNITY CONTACT ASSIGNMENT?

A community contact assignment is an activity that gets learners to go out of class into the actual community to accomplish a task. The community can be both familiar and unfamiliar-- people that they regularly come into contact with, such as shopkeepers, or strangers. For certain kinds of assignments, especially those that require gathering personal information, it might be easier to consider the community to be host country people who already know the Trainees, such as their host family, close friends or other language instructors.

REASONS FOR USING COMMUNITY CONTACT ASSIGNMENTS

The community is a marvelous classroom. You can utilize it to teach about almost anything: history, language, laws, values, and beliefs. It also allows for the crucial step of actually applying the language that has been practiced in the classroom to the real world, and thereby it greatly enhances language acquisition.

COMMUNITY CONTACT ASSIGNMENTS STEP-BY-STEP

To prepare and carry out a good community contact assignment it is necessary to follow a five step process. By not doing any of the steps fully you will limit the effectiveness and usefulness of the activity.

1. SELECT THE TOPIC AND DESTINATION

To pick a topic for the activity and a destination that will provide good application opportunities, it is helpful to consider these criteria:

- Are the topic and destination relevant? interesting? language rich?
- Does the task have an appropriate level of difficulty?/
- Is it economical of time, money?

2. DESIGN THE ASSIGNMENT

Next you need to decide what you will have the Trainees do in the interaction. There are a variety of activities to choose from. The activities should be varied and should link to the competency. Here are some possible activities. These and other possible activities are described in more detail below, and sample assignments for each activity type are provided.

- Answer information questions.
- Carry out a transaction.
- Write or tape record an interaction.
- Interview a specific person.
- Write down sign language.
- Observe cultural patterns.

3. PREPARE TRAINEES FOR THE ASSIGNMENT

In order to ensure that the community contact assignment is really an opportunity to apply previously learned materials, and not just an exercise in frustration, it's very important to ensure that Trainees have been adequately prepared for the experience. Be sure they have been provided with:

- the language (including vocabulary and formulaic phrases) they will need for the situation;
- an opportunity for rehearsal and practice in a "safe" classroom environment through role plays and simulations;
- any necessary cultural background that they will need in order to carry out the assignment.

4. CARRY OUT THE ASSIGNMENT

If you have given the Trainees a clear task-focused assignment, it shouldn't be necessary for you to monitor how they perform in the community. The fact that they succeeded in completing the task will indicate that. However, you may want to "follow along" and observe so that you can provide formative feedback about how they did later.

5. FOLLOW UP

There should be some clear outcome from the assignment. This might be a presentation to class or written work. It might be a physical object. It could even be a videotape of their experience. But it is important that you include a follow-up processing of the experience, so that Trainees can maximize the learning and strategize for improved performance on the next task or in other similar situations.

CHARACTERISTICS OF A GOOD CONTACT ASSIGNMENT

A good community contact assignment:

- has a clear and simple purpose.
- has three main stages: Preparation, Implementation and Follow up.
- allows for Trainee participation in all stages.
- requires Trainees to use multiple skills (speaking, listening, reading, writing).
- enriches Trainee experience of the environment and culture.

TYPICAL FORMATS FOR COMMUNITY CONTACT ASSIGNMENTS

Community contact assignments can fall into 8 basic formats. Each of these can be adapted to focus on the specific topic or competencies that you want the Trainees to practice and apply. Here we provide an example of each assignment type and some of the communication functions that are practiced as a result of doing the assignment.

1. HOMEWORK

Sample Assignment:
Have students find out vocabulary relating to the topic (e.g., family, food, colors)
Language functions that are practiced:

- Asking for information
- Asking for clarification

2. PERSONAL INFORMATION

Sample Assignment:
Ask host family members or other native speakers about their background and personal questions.
Language functions that are practiced:

- Asking for personal information
- Reporting

3. FIELD TRIP

Sample Assignment:
Ask students to go to the market and find out the following:

- What fruits and vegetables are green, red and yellow?
- Which of them are sour, sweet and juicy?
- How much they cost.

Language functions that are practiced:

- Describing
- Asking for information
- Reporting
- Sharing Information
- Observing and listening

4. INTERVIEW

Sample Assignment:
Teachers identify a person (a native speaker with no English) to be interviewed.
Language functions that are practiced:

- Asking for and understanding personal information
- Making suggestions, contradicting, agreeing, disagreeing

5. LOCATING PLACES

Sample Assignment:
Students are given task cards - maps of a certain part of a street. During the field trip they are to identify all the places shown on the card and insert the missing names.
Language functions that are practiced:

- Asking for directions
- Following directions
- Picking information through different channel

6. SCAVENGER HUNT

Sample Assignment:
It is both a group activity as well as an individual one at some points. Before the activity starts, the Language Teachers set up 3 or 4 itineraries unknown to the PCTs, which have common starting and reunion points. Students get instructions of what to do and where to go next at different points alongside the itinerary.

Language functions that are practiced:
- Following directions
- Problem solving
- Sharing information

7. DISCOVERING "WHAT DOES IT MEAN"

Sample Assignment:
PCTs are given a task to get the meaning of a word/phrase (colloquialism, proverb, slang) explained by host family or any native speaker. They are also encouraged to ask for another example of the same kind. Back in class, they share their findings.

Language functions that are practiced:
- Asking for clarification
- Reporting

8. OBSERVING AND COMPARING

Sample Assignment:
PCTs visit families and schools representing different cultures within one country (e.g. Turkmen and Russian). In the discussion that follows, they point out differences and similarities (if any).

Language functions that are practiced:
- Stating facts and contrasts
- Agreeing, disagreeing
- Interrupting politely

HOW
TO DO IT

VILLAGE HOMESTAY ACTIVITIES

In addition to community contact assignments, there are other activites less formally connected with a specific classroom lesson or language competency. These can be applied to a variety of topics. They also adapt well to community-based training models. This chart, developed by Language Coordiantors at Asia-Pacific posts, describes the effectiveness of a number of village-based or homestay-based activities. Most of the activities are considered effective. However, some may be more effective for certain types of learners or age groups. For example, learning a new dance may not be an effective assignment for a 75-year-old Trainee but might appeal to a younger Trainee. Many of these activities appeal to different learning styles so these may be a good opportunity to give Trainees options for activities. Choose some activities and allow Trainees to select among them.

ACTIVITY	HOW EFFECTIVE	WHY
Assignments a. Family Tree b. Names of local food	 Effective Effective	 Provides opportunity to get to know each other. Provides focus to village stay.
Attend religious service	Effective	Learn culture, certain behavior patterns, learn more language and build listening skills.
Reading assignments given to PCV's, in English e.g. health textbook.	Ineffective	Does not build language skills or CC skills and separates the PCV from family interactions.
PCV read simple written materials to members of the family.	Effective	PCV uses language in risk-free situation.

Story Telling.	Effective	Able to practice language and use new vocabulary. Provides cultural exchange.
Showing PCV Family photos to host family.	Effective	Method for providing information to host family. PCVs like to discuss their family, makes them feel good.
Participate in informal gatherings.	Effective	Adds to vocabulary bank and CC experience.
Walking around the village, meeting villagers.	Effective	Gets a better understanding of all village life.
Village games/sports	Effective	Make friends, learn commonly used phrases and expressions.
K- kinship E- education E- economics P- politics R- religious A- associations H- health, human, history D- development PCV's assigned the task to find out information on one of these topics during village stay.	Effective but needs careful support and structure so that people in the community are prepared and valued. Some topics may be personal, or sensitive, or too complex	Gives a reason to talk to people. Helps them understand the community in which they have their homestay.
Learn one simple song or dance	Effective for younger volunteers	New Vocabulary, culture.
Teach family games/stories e.g. Sorry, go fish, etc.	Effective	Makes learning fun.

Participate in family activities: - farming - cutting copra - fishing - feasts and cooking - funerals, weddings - village ceremonies	Very Effective	To participate in daily village life. Can see real events. Cultural exposure to language as well.
Community Analysis (PRA or KEEPRAHD)	Effective but must be done with care (see KEEPRAHD above)	Encourages real interactions with villagers in order to find out information.
Ask trainees to learn culture skills, e.g. weave basket, sew dance, fish, cook.	Effective	Gives trainees a chance to use language learned and also to become involved in cultural exchanges.
Meet other families	Effective	Allow Trainees to see different family learning styles and values.
Plant identification	Effective	Trainees learn different uses of plants in host country.
Scavenger Hunt	Effective	Application of language.
Give a farewell speech	Effective	Apply language or appropriately give a thank you and farewell speech.
Family Day. Trainee spends one whole day with a family member, assisting them to do their tasks.	Effective	Trainees experience the real life of a typical village family. Vocabulary used every day in village is increased.

Other Possible Activities:

PCV's find their own way to or from a village.
Talk to village children.
Create a village map.
"Shadowing" a woman, man or child for a day to learn daily routines.

HOW TO DO IT

SITE VISITS

Site visits are a central feature of almost every Peace Corps training program. They usually occur at a mid-point in the PST when Trainees visit the communities where they will eventually serve, sometimes visiting currently serving PCVs. The Language Coordinators at the 1995 ECAM Conference in Sinaia developed this list of activities to help Language Coordinators maximize the language learning potential of site visits by making sure that each of these activities was part of the language program.

BEFORE THE SITE VISIT

• Find out:
- How to get to your site (bus, train?)
- How long does it take to get there?
- Train/bus schedule (what time do you leave andcome back?)
- Where would you stay? (make reservation in a hotel)

• Figure out a price for a ticket and buy it.
• Contact a person (your counterpart) and inform him/her about your arrival

DURING THE SITE VISIT

• Trainees receive task cards.
• When they are back, they report on the following:
- General info about counterparts
- Info about placement/accomodation
- What is the local paper called?
- Is there a theater, movie theater, restaurant?
- What can they do in their free timE?
- Are there any historical buildings, tourist attractions?
- What is the population?
- How much is the bus ticket to get there?

• They send a postcard to their teachers in the target language.

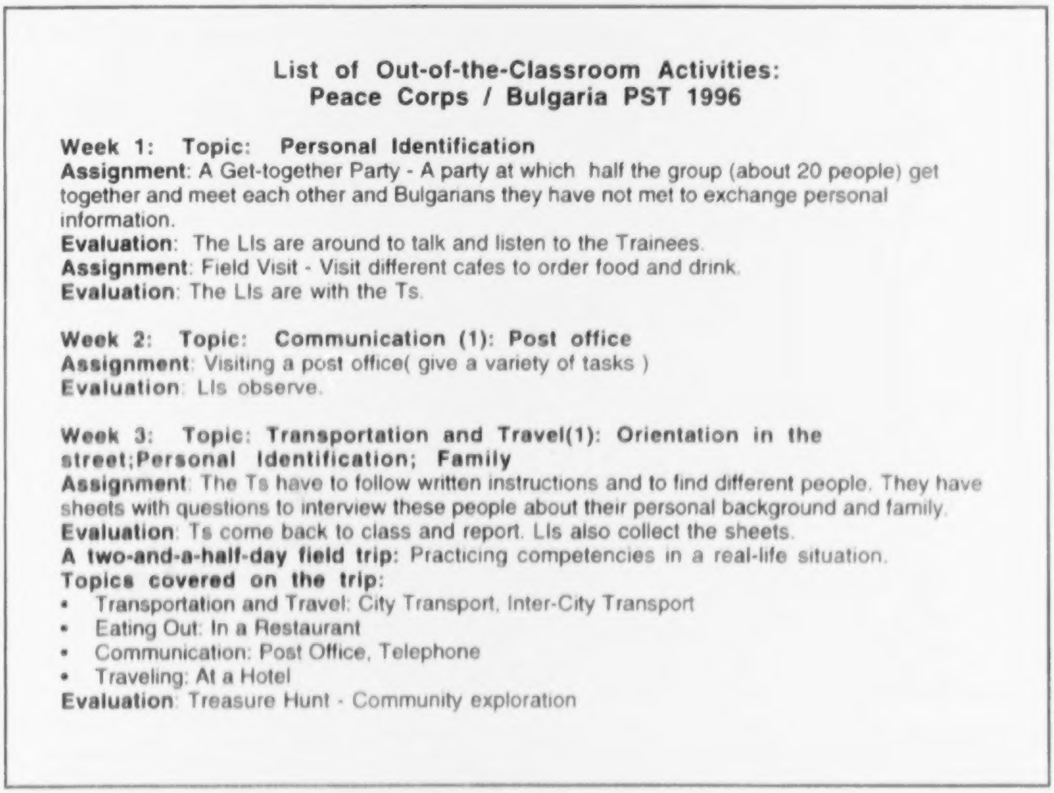
AFTER THE SITE VISIT

• In class the teacher asks the first impression about the site:
- What did you like?
- What did you dislike?
- What language problems would you like to discuss after the visit?
- How do you think you can continue working on the language while you are there?
- What interesting things happened that you want to share?

SAMPLES FROM THE FIELD

SCHEDULE OF OUT-OF-THE-CLASSROOM ACTIVITIES

This is the weekly schedule of out-of-classroom activities that was developed by the Language Coordinator in Peace Corps Bulgaria for a PST. It is organized by weeks, and identifies the topic practiced, how the assignment was structured and how Trainee performance was evaluated.



List of Out-of-the-Classroom Activities: Peace Corps / Bulgaria PST 1996

Week 1: Topic: Personal Identification
Assignment: A Get-together Party - A party at which half the group (about 20 people) get together and meet each other and Bulgarians they have not met to exchange personal information.
Evaluation: The LIs are around to talk and listen to the Trainees.
Assignment: Field Visit - Visit different cafes to order food and drink.
Evaluation: The LIs are with the Ts.

Week 2: Topic: Communication (1): Post office
Assignment: Visiting a post office(give a variety of tasks)
Evaluation: LIs observe.

Week 3: Topic: Transportation and Travel(1): Orientation in the street;Personal Identification; Family
Assignment: The Ts have to follow written instructions and to find different people. They have sheets with questions to interview these people about their personal background and family.
Evaluation: Ts come back to class and report. LIs also collect the sheets.
A two-and-a-half-day field trip: Practicing competencies in a real-life situation.
Topics covered on the trip:

- Transportation and Travel: City Transport, Inter-City Transport
- Eating Out: In a Restaurant
- Communication: Post Office, Telephone
- Traveling: At a Hotel

Evaluation: Treasure Hunt - Community exploration

Week 4: Topic: Food(2): Shopping
Assignment: Field Trip - Visiting the market and do a buget estimation for a 10 people party featuring specific local dishes.
Evaluation: LIs are with them just to observe and give feedback in the following class session.

Week 5: Topic: Daily Routines: Every Day
Assignment: Ts go out and meet a person assigned to them to interview him/her about daily routines. Compare routines of men, women, children.
Evaluation: Ts go back to report and bring back their assignment sheets.

Week 6: Topic: Past Events
Assignment: What did my host family and I do on the weekend? Ts get a list of several verbs which they should use when they report on their assignment.
Evaluation: Ts report.

Week 7: Topic: Communication: Telephone
Assignment: Call an office or agency and request specific information related to PCT's assignment.
Evaluation: Ts report back.

Week 8: Site visit
Assignment: Site visit assignment - explore the site and meet future colleagues. Interview Host family.
Evaluation: Ts report.

Week 9: Topic: Social Language: Describe Outer Appearance
Assignment: The Trainees goout into the street or in a cafe and describe people that they see there.
Evaluation: The language instructors were with the Trainees, so they could evaluate the report of the learners.

Week 10: Topic: Health
Assignment: The Trainees ask people working at the training site how they feel that day. Beforehand those people were given instructions by the language instructors about medical problems that they had.
Evaluation: Ts report back and teachers check against the list with instructions given to the people the Ts had to talk to.
Assignment: During this week the Trainees received letters in Bulgarian at their homestay families from one of the teachers who was on her vacation at the Black Sea. Enclosed in the letter there was a note addressed to the Language Coordinator that they had to bring to her. This was an interesting activity. Some of the Trainees were excited by the fact that this was the first letter they received in Bulgarian.
Evaluation: The Language Coordinator received the notes from the Trainees.

Week 11: Topic: Any topic studied
Assignment: PCTs go to different cafes and pretend they are writing letters while they are in fact observing and listening. They report on the topics, new expressions, new vocab.
Evaluation: Teachers participated in the conversations as well.

Week 12: Topic: Technical language assignment.
Assignment: ENV: Trainees find 5 people and interview about the environmental problems in the town of Kyustendil.
SBD: Trainees find 5 people and interview them about the kind of businesses that are being developed in the town of Kyustendil for the last few years.
TEFL: Trainees find 5 students and interview them about their school, the number of English classes per week they had last school-year and why they want to study English, if they do.
Evaluation: N/A

THINGS TO THINK ABOUT

LANGUAGE TRAINING IN THE COMMUNITY-BASED PST MODEL: REWARDS AND CHALLENGES

BENEFITS OF THE CBT MODEL

After only two years of experimentation at a dozen or so Peace Corps posts, it is clear that the community-based model for Pre-Service Training offers many benefits for language instruction and language learning. That there are difficulties is undeniable, but let's first consider some of the strengths. For example, Trainees in a decentralized language program don't require the artificial immersion rules that are sometimes imposed in Peace Corps training centers. The language is all around these Trainees every day. They express themselves using the language they are learning because they must, not because they will be penalized by training staff if they revert to English. As a result, Trainees naturally turn to the language instructor as a counselor and helper--not a disciplinarian. This contributes to a positive attitude toward the language and the rewards of learning it.

In a learning center setting, it can be a cumbersome process to transport Trainees to a market, post office, or elementary school. The language instructor may need to plan many days in advance, securing permission from training administrators, perhaps risking the criticism that time away from the classroom is a frivolous waste of training hours. And the attitudes of Trainees who have been cooped up for a couple weeks can resemble those of American junior high kids on a class trip. In the decentralized model, "community contact assignments" are a daily occurrence rather than a special event--teacher and Trainees can just walk out the door. The community is an easy-to-use resource, an interactive language laboratory, where Trainees can immediately practice and apply what they are learning in their formal language lessons.

"The best thing about the community-based approach is how language and culture are always combined," says Marlene Fish, the former training director for Peace Corps/Haiti, who has experience with both kinds of training designs. In this model, the integration of culture and language learning is built in. Trainees are encountering the language in a total cultural context throughout each day, not just in a limited host-family situation. It is the three hours in the formal language class that are the "unusual" part of the day, not the village experience. As a result, the inclusion of culture in those language lessons is relatively effortless. Instructors are able to refer to what Trainees have been observing and experiencing, so there is less need to consciously plan for or simulate a "cultural focus." Trainees come to language class with an increasingly rich repertoire of experiences in the culture.

Finally, the community-based training model seems to be actualizing several principles of adult learning that Peace Corps training has espoused for years. Trainees' learning draws on their own experiences, they are able to take increasing control of their own learning, and much of their learning is aimed at meeting needs which they themselves perceive and choose to address. It is not surprising that reports thus far indicate increased motivation and achievement in language learning at posts trying out this model.

CHALLENGES OF THE CBT MODEL

But reports indicate that implementing the community-based approach presents challenges to the language coordinator as well. The areas that need further attention are not particularly new. The questions have been answered with varying degrees of success for language programs in more traditional models, but they need fresh attention in the community-based context.

One of the hot topics among language coordinators has long been finding the best means for placing students into classes for PST. The 1996 ECAM regional conference for language coordinators is only among the most recent to devote time and attention to this issue. What role should Trainees' learning styles play? How much weight should be given to proficiency test scores or previous language learning experience? What voice should Trainees have in their own placement? These questions are not new or unique to community-based training. What makes them more urgent in this model is that shifting a Trainee from one language class to another is not just adding a chair in a room down the hall. It may involve switching host families and villages with another Trainee or figuring out how to arrange daily transportation to another village for a more appropriate language class.

Another area that requires further attention is the training of language instructors. Simply knowing a range of classroom teaching techniques may not be sufficient in the community-based model. What different kinds of training do language instructors in this model need? One example of a new perspective on language teaching *in situ* is a session at a language Training of Trainers workshop conducted in September, 1996 in Haiti by Gregory Roche, APCD for education/Peace Corps Mali. Greg asked each participant to select one skill topic and then go out and learn about it on their own: how to sell charcoal, how to set up a cooperative, how to make a piece of furniture, etc. Later they discussed the content of what they learned, the processes and strategies they used, and any cultural information they had picked up. They reflected, says Greg, "on how observation and non-teacher-directed learning can take place and how learners'observations can be exploited by the teacher." Discussions about this innovative session and others like it will certainly be on the agendas of upcoming Language Coordinator workshops.

"Why does this noun end in 'u' in this sentence and not 'ua,' like in the dialog we learned yesterday?" This is a typical kind of question in a language class. Students want to know the rules for the language they are learning, and they are used to getting the answers and explanations from their language instructor. Unfortunately, many Peace Corps language instructors lack the academic background that would enable them to answer such questions. This is not surprising since they are often hired for only three months to teach a language that scarcely anyone else studies as a foreign language. In a center-based training program, one solution to this problem has been to ensure that there is at least one language instructor on staff who can discuss the grammatical ins and outs of the language with some credibility. Other language instructors can send their most grammar-inquisitive learners to one expert. In the community-based model, this solution is less satisfactory because instructional resources are dispersed and not centralized. The grammar expert is probably several miles away from the Trainee with the question. How will Trainees in this model gain the sophisticated kinds of knowledge that are part of becoming self-directed learners?

A similar new look at old questions is needed in the areas of language curriculum and materials. Perhaps a language book that is being used by Trainees in a village class should differ from one produced for a more formal setting. Feedback from Trainees in these programs is important as are the ideas of experienced language instructors and coordinators in community-based programs. It will take time and experience as we explore better ways to support language learning in this environment and take advantage of the opportunities it provides.

Peace Corps Trainees in 90 countries are studying nearly 200 languages. It is understandable that in an endeavor this large, there will be places where almost any kind of language training program is going to run into trouble. "We have to deal with about 12 different languages scattered all over the country," writes Alex Amoabeng, language coordinator in Ghana, where the Trainees who will have projects in forestry, small enterprise development, water and sanitation, and youth development "are all put together in one PST program." In some situations, the logistical difficulties and other factors may simply rule out a community-based approach, and some form of center-based training may be more appropriate. Still, even though it is important to recognize the limitations of the community-based approach, it is probably even more important that we tackle the questions and meet the challenges that it presents. The advantages are too evident and the results thus far are too impressive to do otherwise.

THINGS TO THINK ABOUT

SELECTING SUCCESSFUL CLASSROOM ACTIVITIES

WHERE TO FIND ACTIVITIES

This Resource Kit contains descriptions of dozens of language activities that can be used in your PST. Section 5 (Principles of Learning and Teaching) lists general language learning activities and games, as well as specific practice activities for listening, speaking and grammar. Section 6 (Ongoing Language Learning) includes training models you can use in your program for strategies training and self-directed language learning. Finally, there is a bibliography listing many other teacher resource materials that are available from Peace Corps Washington and may even already be part of the resource library at your post.

FACTORS TO CONSIDER WHEN SELECTING ACTIVITIES

Teachers usually develop their own lists of favorite techniques and practice activities, so often the question in designing your program is not so much "What activity can we use?" as it is "Which one should we choose?" or "Do we want to use this activity again?" The information on lesson planning earlier in this section discusses basic issues that you should consider as you design your daily lesson plans. But even when you take these general issues into account, no single set of activities will work equally well for every program (or even for every Trainee grouping within a single program). Deciding which activities will be the most successful for your program can be a challenging job for Language Coordinators who lack experience with Peace Corps training. Choices will depend on a number of issues:

1. LOGISTICAL REALITIES

You must take into account how language activities fit into the larger program design of the training as a whole. Success may depend on:

- what other responsibilities trainees have (such as model school or extensive technical training activities),
- their level of energy and enthusiasm (interest in language learning can rise and fall throughout training), and
- what kind of support is available for slower learners.

2. PERSONALITIES

Something may work well with one group of Trainees or with a certain kind of teacher, and not be effective in another class, even though the activities were designed and carried out in the same way.

3. WHAT OTHER ACTIVITIES HAVE PRECEDED OR WILL FOLLOW

A particular activity may be extremely effective on a Monday morning, but the same activity might be a total failure on Friday afternoon. Remember, too, that all learners need variety in their activities, and even the best activity will be boring if it is repeated four or five times. Success or failure of an activity may depend not on the activity itself, but on how it fits in with the sequence of activities throughout the day, the week or even the whole PST.

EVALUATING AND PRESERVING EFFECTIVE ACTIVITIES

As discussed earlier in this section, it's important to collect and preserve particularly effective activities for use in future programs. So it's a good idea to discuss successful and unsuccessful activities as part of your regular teachers meetings. You need to have a good system for recording which activities were most effective for the particular group you're working with so you will include them in future training events. This can be integrated into your final report of the PST (discussed below) or it can be a less formal list of techniques you want to remember. The important thing is to keep a record of your successes and failures for use in designing future training activities, whether these are other PSTs or ISTs for this group of Trainees.

SAMPLES FROM THE FIELD

EFFECTIVE CLASSROOM ACTIVITIES

This is a list of activities, organized by lessons, of specific things that teachers found especially effective at a PST in Bulgaria. It can serve as a useful guide for revising materials, for developing instructors manuals or for supporting recommendation for future programs. Remember, though, that the list that would be developed by and for your program will probably be different.

EFFECTIVE CLASSROOM ACTIVITIES
PEACE CORPS/BULGARIA
PST 1996

Lesson 1 **Topic: Personal identification(1)**

- Warm-up activity : LI repeats the greeting and hands every T a colored card and says their name ; then writes down their name and puts this name tag on their clothes. LI asks their Ts to do the same.
- Check-up activity : LI puts a post-it notewith their name on the map of Bulgaria and asks Ts to put post-it noteswith their names on the map of the US.
- Pair Work: LI hands out pictures of famous people and asks Ts to talk about them (Who they are , where they come from, etc.)

Lesson 2 **Topic: Personal identification(2)**

- Interview: Using a cassette recorder Ts interview each other, one of them being a reporter, the other - an interviewee.
- Group visiting: Two groups get together for the Ts to practice asking the questions .
- Ts form a circle . LI is in the middle and asks questions:

Lesson 3 **Topic: Food (1): Host Family**

- Pair work : Ts fill in a table with info about what their likes/ dislikes and those of their fellow students .Ts practice asking questions.
- Memory Chain Drill with food items.

Lesson 4 **Topic: Eating out (1) : In the cafe**

- Check-up activity : Matching pictures and forming piles by gender.
- Bingo with food items.
- Info gap : price list and shopping list to be filled in.

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Lesson 5 Topic: Housing (1) : Host Family

- Number dictation : Ts receive a sheet with scrambled numbers. They should try to find them as soon as they hear them.
- Ts are given piles of pictures which they use to furnish and decorate a house.
- Ts read advertisements for different types of lodgings and express their preferences.
- Ts arrange a cut and scrambled text.

Review 1

- The review is organized around the situation: Ll asks students to imagine that they are in a foreign town: they should find place to stay, to meet local people , deal with tourist agency, etc.
- Auction with sentences: some of them are correct, some of them are incorrect.
- Picture dictation with the pieces of furniture and the rooms in the house.
- Info gap with the pieces of furniture and the rooms in the house.

Lesson 6 Topic: Social language with host family

- Go fish : matching cards with the names of the members of the family
- Information gap: family trees . Ts practice asking questions about the family
- Group visiting . Ts practice asking questions about the family
- Ts draw their own family trees and tell the class about their families.

Lesson 7 Topic: Communication (1): Post Office

- Set dialog: Ts receive charts with different info in them (3 different types on whether or not certain items are out of stock: post-cards, stamps, envelopes). They work in pairs. One of them wants to buy certain items, the other is the seller.
- Card-board game and four sets of cards with instructions covering different competencies (the cafe, the shop, the post office). The class is divided into two teams . Something in between Monopoly and "Don't be angry man"
- Addressing an envelope
- Filling out a telegram form
- Writing post-cards

Lesson 8 Topic: Transportation and travel (1): Orientation in the street

- Ts give and follow instructions on a map of the town using two figures.
- Game: "Blind Baba"

Lesson 9 Topic: Transportation and travel (2): City transport

- Presentation activity: Ll asks students to line up and assigns different ordinal numbers to them. One of them is the "tram" and it stops at different stops.

Lesson 10 Topic: Eating out (2): In a restaurant

- Ts are given the menus from three restaurants : Ts choose items and explain where they prefer to go and why
- Group research : Find someone who likes.../ doesn't like...
- Memory chain drill:
- Imperative: ball game Ll asks Ts to pick up certain objects arranged on the table and they go and take them

Review 2

- Ll divides the Ts into two teams. One of the Ts leaves the classroom, the others rearrange the classroom in different way so that there are different things in the city : post office, restaurant, etc. When the T is back , the people on their team give him directions to follow and find places.
- Tictactoe (Naughts and crosses): two teams with two sets of the game

- Game : Ll throws the ball and names different things. If the pronounced phrase is a name of a dish or any kind of food, Ts should catch the ball. If not, they should let it drop. Once the model is set , Ts play on their own.
- Two groups and their teachers play the game . The "caught" T must answer the question asked by the teachers. Apart from practicing the competencies covered, the Ts can practice the imperative.

Lesson 11 Topic: Transportation and travel (3):Inter city

- Ts are given "brochures" of different travel agencies. They should choose a place they want to visit and the means of transportation they want to use.

Lesson 12 Topic: Shopping

- Song: for presentation and practicing the names of the vegetables and the food in general.

Lesson 13 Topic: Daily routines

- Warm-up activity : Match the adjectives with the nouns (Tags and Tiles)
- Miming game: Ts draw cards with different verbs on them; they should mime the action so that the other people in the class guess what the verb was.
- Pair work : Ts fill in a table with info about their daily routines and those of their fellow students .Ts practice asking questions.
- Brainstorm: What do you do every evening?

Lesson 14 Topic: Future plans

- Group visiting: Ts invite each other to different activities. They practice inviting people and declining invitations.

Lesson 15 Topic: Past events

- Game: "The dice and grid game" : The grid has three different forms of the verb (present, future and past) in each cell. Ts play with two dice; they should form sentences using correct adverbs of time.

Review 3

- Video lesson: Two or three groups and their teachers do this together: the activity concentrates on comprehension and listening . All the topics covered up to lesson 15 are covered.

Lesson 16 Topic: Communication (2): Telephone

- Dictation of phone numbers with different phrasing of the numbers(for example: 23 65 09 and 234 765)
- Find out what's going on - Ts are given a picture and a text to it (script of a telephone call) which is damaged(to simulate bad connection). Ts should figure out what the situation is.
- Phone calls: Ts receive cards with descriptions of different situations. They must talk on the phone and leave a message. To simulate conversation on the phone, Ts are asked to turn back-to-back so that they cannot keep eye contact.

Lesson 17 Topic: Weather

- Game "hot and cold" - to practice the different words describing the weather: Ll hides an object and one of the Ts should find it. The others give them a clue by shouting out "warmer, colder," etc.
- Ts are given a map of the US with some clues on the weather (using the symbols from TV weather forecasts). They must describe the weather in different parts of the US.

Lesson 18 Topic: Past events (2) : Vacations

- Filling out a table about what a T did last summer and what their colleagues did last summer.

- Practicing asking questions about facilities at a hotel by simulating conversation between a manager at a hotel and a tourist.

Lesson 19 Topic: Money: At the Bank

- LI divides the Ts into two groups and gives each group a picture. Then LI asks them to make up a story based on the pictures.
- Filling out a bank receipt.

Lesson 20 Topic: Social Language: Hobbies and Interests

- Find someone who: Talking about hobbies and interests
- Miming game: A T mimes a hobby or favorite leisure activity and the rest should guess what it is.

Review 4

- Game, Monkey: Cards with the perfective and imperfective forms of the verbs are handed out to the group. The Ts have to match the two forms.
- Game, I Am a Liar: First the Ts work in pairs- one partner talks ,the other takes notes. Then they reverse roles. Three quarters of what they say should be a lie. The process is repeated with two or three partners. Second, the Ts report back to the whole group the results and they have to trace the lie.

Lesson 21 Topic: Social Language with Host Family: Appearance

- Brain Storming: Who is your favorite actor? Why?
- Card Game: The Ts have to match the adjective to the appropriate nouns.
- Game "Guess Who Is This ": One of the Ts describes a well-known person. The rest of the group should guess the described person.
- Evaluation: What is your idea of a perfect man/woman?
- Role Play, Dating Agency: One Trainee plays the agent, other T plays the client

Lesson 22 Topic: Shopping for Clothes

- Brainstorm: What kinds of clothes do you wear on different occasions.
- Role Play: Shopping for new clothes.
- Guess Who the Person is: Describe a person from the other groups (his/her appearance and usual way of dressing) without telling his/her name.

Lesson 23 Topic: Health

- Group-gathering and joint presentation of the lesson.
- Role Play, At the Doctor's Surgery.
- Application: Observe the state of a colleague or member of the family who is ill and describe it.

Lesson 24 Topic: Housing(2): Emergency Situations

- Presentation of the new topic by using realia, visuals and by referring to the Ts' personal experiences.
- Game, Donkey: The Ts have to match the active to the passive form of the verbs and make up sentences afterwards.
- Team-teaching: Two stations for the representation of the new topic: At the Hairdresser's , At the Dry Cleaning.
- Role-Play: Call a repair service and explain the problems you have in your house.
- Role-Play: Call a friend and ask him/her to go to your house and turn off the iron which you have left on. Apologize to the person for disturbing him/her and explain that you are really worried about causing fire.

Lesson 25 Topic: Peace Corps

- Brainstorm on why the Ts decided to join Peace Corps.

- Sentence-making: The LI draws a card out of a pile and asks Ts to make sentences with the word.
- Role-Plays:

1. You are a PC Volunteer. You live and work in Kyustendil. You work at a Language School and you teach IX and X class. Now you have a break and you are in a cafe. You want a coffee and a sandwich. The person who waits on you wants to find out everything about you. Tell him/her your work history.
2. You are a Bulgarian. You have an appointment in a cafe. You go there, but there aren't any seats available except one at the table where an American is sitting. Go and ask if you can talk with him/her. Try to find out what organizations/he is working for.

Review 5

- Warm-up: Make up the longest possible sentence, using a word given by the LI.
- Dating Organization: The Ts work in pairs. One of them is the agent ,the other is the client. The agent is given a list of information about a person and the client has to find out everything about the person by asking all kinds of questions.
- Miming: The Ts are divided into two teams. A person from one of the teams acts out an illness and the people from the other team have to guess it.
- Application: The LI gives the Ts a cassette to record themselves on as they tell about Peace Corps. They should not use any notes .
- Assignment: The Ts have to write about their hobbies, work histories, and appearance.

Lesson 26 Topic: Future Plans (2)

- Introduction: The LI plays on cassette "Dreams Dreams".
- Story-telling: The LI narrates the "Golden Fish" story in Bulgarian.
- Brainstorm: You come across a golden fish. What would you wish for? The Ts talk, using the "---..." construction.
- The Ts write down two wishes and give them to a 'Magician'(LI) The LI reads and acts the fulfilling of the dream. The rest of the group have to guess the dream.
- "If I Were Rich": The Ts have to say what they would do if they were rich.
- Grid and Dice Game.
- Dreaming aloud to the sound of music.
- Make a story using comic pictures.

Lesson 27 Topic: Past Events (3)

- Scrambled sentences. LI hands out a story cut into pieces and Ts match them. After making the story Ts ask a special and a general question about each sentence and his/her neighbor answers them.
- Make a story: each Ts chooses 5-6 verbs from a list and makes a story. After telling the story, the others have to ask him/her questions.
- Find someone who:... .
- A game "Donkey" with the present - perfective, imperfective, past, past participle forms of the verbs.

ENSURING ONGOING EVALUATION DURING PST

You should provide regular opportunities for feedback from both Trainees and teachers about how they feel the language program is going. An outline of general goals and purposes of evaluation is discussed in the context of curriculum development in Section 3 of this Resource Kit. It might be useful for you to review those general guidelines as you consider how you will develop an evaluation process for the PST. The main thing to remember is that this evaluation should be ongoing. You should not wait until the end of the PST to gauge the effectiveness of your design and materials.

PURPOSES OF ONGOING EVALUATION

On-going evaluation serves a number of purposes:

- It provides feedback on the effectiveness of your program design and suggests possible directions for change if needed .
- It allows Trainees to have input into the language program and thereby increases their involvement and sense of responsibility for their own learning.
- It provides information on the effectiveness of your teaching staff and gives teachers information about needed direction for their own development.

WHO SHOULD YOU ASK?

This process, like all Peace Corps Assessment should involve all "interested parties." At a minimum, you should ask for regular feedback from both your teaching staff and the Trainees. You may also want to check with trainers in theother components and other PST staff for their perceptions of how the Trainees' language development is progressing.

WHEN SHOULD YOU ASK?

Opportunities for Trainee and staff feedback should be regular, but not so frequent that they become a chore for people. Try to schedule evaluations of the program when you are also evaluating Trainee performance, so that everyone can see that the assessment and feedback is reciprocal and aimed at improving the program. If your program has different phases in its design, you can time the feedback to take place at logical points in the overall design. Typically programs ask for Trainee and staff evaluations at least once or twice during the PST and then at the end. Some programs do it even more often. Your schedule will depend on the overall training design and how realistic it is for you to incorporate the feedback into your overall program development.

WHAT SHOULD YOU ASK ABOUT?

Programs vary in the kind of information they ask for.

- Typically evaluations elicit feedback on the effectiveness of the teaching staff, the program design, the materials being used and the learning activities and environment.
- Other questionnaires (especially at the end of the PST when you will want to elicit recommendation for future programs) also inquire about the overall goals, how well the program fostered independent learning, or how adequate the number of hours and general schedule meets the Trainees' language learning needs.
- Sometimes evaluations are simply an opportunity to invite input and just ask what things are going well and what things need to be changed. One good way to decide what to ask is to consider what you will do with the information you get. If you can't do anything about a particular issue, then perhaps you don't need to deal with it on the questionnaire.

WHAT KINDS OF FORMATS CAN YOU USE?

The discussion of the needs assessment process in Section 3 (Curriculum Development) compares the relative benefits of questionnaires versus open-ended kinds of assessments. Those same principles apply here.

- If you have a very large training program, a questionnaire might be more efficient to tabulate and evaluate. It also focuses responses on the areas your interested in. But having open-ended instruments gives people the opportunity to define what they feel are the important issues, and may alert you to issues or concerns that you hadn't thought about. Getting a variety of kinds of input is probably the best plan, so you might want to consider both kinds of instruments.
- Many programs have separate evaluation forms for individual language instructors and for the over-all program design materials and activities. For ongoing evaluation this distinction is not too important, but at the end of the PST you should include separate evaluations to be summarized in your final report.

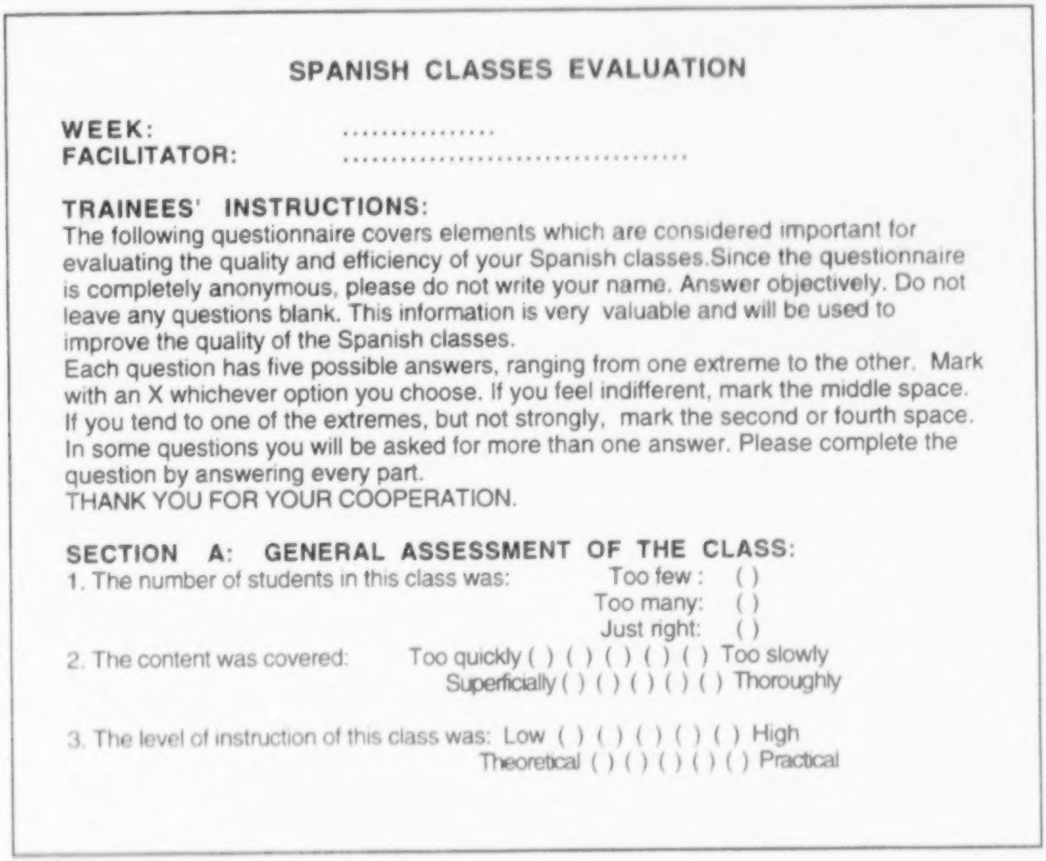
TIPS FROM LANGUAGE COORDINATORS

- Build in time for small group discussion before evaluation.
- Explain why you are evaluating.
- Avoid yes/ no questions.
- Only ask for information that you can use.
- Only evaluate as often as you can make the adjustments.
- Keep the forms short.
- Use everyday words, not language teaching jargon.
- Include open ended kinds of questions.
- Include objective kinds of questions.
- Ask about teachers' out-of-class effectiveness.
- Remember to evaluate assessment activities.
- Be considerate in timing the evaluation. Avoid overloading PCTs with survey forms.
- Share results and action plans.
- Consider having Trainees/ Instructors work in small groups to fill out evaluation forms sometimes.

SAMPLES FROM THE FIELD

EVALUATION FORMS: GENERAL QUESTIONNAIRE

This evaluation was developed by Peace Corps Ecuador to be distributed on a monthly basis. It contains a good mix of very focused questions and opportunities for open-ended responses.



SPANISH CLASSES EVALUATION

WEEK: ....
FACILITATOR: ....

TRAINEES' INSTRUCTIONS:
The following questionnaire covers elements which are considered important for evaluating the quality and efficiency of your Spanish classes.Since the questionnaire is completely anonymous, please do not write your name. Answer objectively. Do not leave any questions blank. This information is very valuable and will be used to improve the quality of the Spanish classes.
Each question has five possible answers, ranging from one extreme to the other. Mark with an X whichever option you choose. If you feel indifferent, mark the middle space. If you tend to one of the extremes, but not strongly, mark the second or fourth space. In some questions you will be asked for more than one answer. Please complete the question by answering every part.
THANK YOU FOR YOUR COOPERATION.

SECTION A: GENERAL ASSESSMENT OF THE CLASS:

1. The number of students in this class was: Too few : ( )
Too many: ( )
Just right: ( )

2. The content was covered: Too quickly ( ) ( ) ( ) ( ) ( ) Too slowly
Superficially ( ) ( ) ( ) ( ) ( ) Thoroughly

3. The level of instruction of this class was: Low ( ) ( ) ( ) ( ) ( ) High
Theoretical ( ) ( ) ( ) ( ) ( ) Practical

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SECTION B: ATTITUDE & PREPARATION OF THE FACILITATOR.

4. The facilitator's knowledge of grammatical structures was:
Broad ( ) ( ) ( ) ( ) ( ) Limited

5. Explanations were: Clear ( ) ( ) ( ) ( ) ( ) Unclear

6. The facilitator appeared:
Sure of him/herself ( ) ( ) ( ) ( ) ( ) Unsure
Sociable ( ) ( ) ( ) ( ) ( ) Reserved
Patient ( ) ( ) ( ) ( ) ( ) Impatient
Enthusiastic ( ) ( ) ( ) ( ) ( ) Apathetic

7. The facilitator gives feedback: Always ( ) ( ) ( ) ( ) ( ) Never

8. The feedback given by the facilitator is:
Constructive ( ) ( ) ( ) ( ) ( ) Negative
Objective ( ) ( ) ( ) ( ) ( ) Judgmental
Timely ( ) ( ) ( ) ( ) ( ) Inappropriate timing

9. The facilitator attended to individual Trainee needs:
Always ( ) ( ) ( ) ( ) ( ) Never

10. Comments and criticism of homework & "charlas técnicas" have been:
Accurate ( ) ( ) ( ) ( ) ( ) Subjective
Appropriate timing ( ) ( ) ( ) ( ) ( ) Inappropriate timing
Constructive ( ) ( ) ( ) ( ) ( ) Negative
Often ( ) ( ) ( ) ( ) ( ) Seldom

SECTION C: CLASSES

11. Classes began on time: Always ( ) ( ) ( ) ( ) ( ) Never

12. In general classes were: Organized ( ) ( ) ( ) ( ) ( ) Disorganized

13. The general atmosphere was: Interesting ( ) ( ) ( ) ( ) ( ) Boring

14. Class activities were generally:
Organized( ) ( ) ( ) ( ) ( ) Disorganized
Useful ( ) ( ) ( ) ( ) ( ) Useless
Too many ( ) ( ) ( ) ( ) ( ) Too few
Democratic ( ) ( ) ( ) ( ) ( ) Authoritarian

15. Grammar exercises included technical vocabulary:
Always( ) ( ) ( ) ( ) ( ) Never

16. Cross-cultural aspects were seen in class:
Always( ) ( ) ( ) ( ) ( ) Never

17. Homework sent to reinforce learning was:
Clear( ) ( ) ( ) ( ) ( ) Confusing
Useful( ) ( ) ( ) ( ) ( ) Useless

18. Does the teaching pace fit your own learning level? Yes ( ) No ( )

SECTION D: MATERIAL USED

19. Texts:
Schaum's excellent ( ) ( ) ( ) ( ) ( ) poor
Concept Approach excellent ( ) ( ) ( ) ( ) ( ) poor
Conversación y Repaso excellent ( ) ( ) ( ) ( ) ( ) poor
DOS MUNDOS excellent ( ) ( ) ( ) ( ) ( ) poor
Horizontes Gramaticales excellent ( ) ( ) ( ) ( ) ( ) poor
Dictionary excellent ( ) ( ) ( ) ( ) ( ) poor

20. The teacher uses supplementary material such as:
Newspapers Yes ( ) No ( )
Drawings Yes ( ) No ( )
File exercises Yes ( ) No ( )
Audio-visual aids Yes ( ) No ( )

21. The supplementary material used in this class was:
Not enough ( ) ( ) ( ) ( ) ( ) Excessive
Useful ( ) ( ) ( ) ( ) ( ) Useless
Organized ( ) ( ) ( ) ( ) ( ) Disorganized

22. Were practice exercises given at the appropriate time?
Always ( ) ( ) ( ) ( ) ( ) Never

23. Facilitator recommended outside texts for personal study
Always ( ) ( ) ( ) ( ) ( ) Never
Appropriate texts ( ) ( ) ( ) ( ) ( ) Inappropriate
Accessible ( ) ( ) ( ) ( ) ( ) Inaccessible

SECTION E: GENERAL OBSERVATIONS & RECOMMENDATIONS

24. Give two positive aspects of this class:
a. ______________________________
b. ______________________________

25. Give two negative aspects of this class:
a. ______________________________
b. ______________________________

26. Are you in the right group for your level of Spanish?
Yes ( )No ( )

27. If your answer is NO; talk to your facilitator or the Spanish Coordinator.

SAMPLES FROM THE FIELD

EVALUATION FORMS : OPEN-ENDED

Here are examples of two evaluation forms developed in Bulgaria, one for trainers and the one for Trainees. They are examples of an open-ended format. The trainer form was designed to be administered half-way through the PST, and the Trainee form to be adminsitered and at the end.

1996 PST
Language Instructors' Mid-PST Evaluation

Name ______________________________ **Week 6**

1. How do you feel at this point in the training?

2. Overall, I consider the work of the language staff so far has been:

3. The achievements of the language team have been:

4. The difficulties in my work in PST have been:

5. Do you feel there has been adequate technical support, resources, materials or other forms of support for you as a language instructor so far during the program? If not, what else would have made your work easier?

6. How well do you feel that this program has met the language component training goals in the first half of PST?

7. Suggestions for better team work:

1996 PST
Final Bulgarian Language Training Evaluation

1. In what ways has our language instruction been effective in enabling you to learn Bulgarian?

2. In what ways has our program not been effective in helping you to learn Bulgarian?

3. Was the frequency of rotating language teachers appropriate? Why or why not?

4. Was the frequency of changing groups appropriate? Why or why not?

5. Please comment on:
   - The relevance of the topics to your needs
   - The number of hours and scheduling of language classes
   - The design and flow of the language program
   - The relevance of the technical language competencies and their presentation in class
   - The materials used
   - The classroom activities
   - Outside class activities (Field trips, Community Assignments)
   - Simulation Tests and other evaluation activities
   - Support and guidance for your continued language learning
   - Attention given to your individual needs
   - The effectiveness of the language component in imparting Bulgarian cultural information

8. General comments:

Name (optional) : ______________________________

SAMPLES FROM THE FIELD

FINAL PST/TOT EVALUATION FOR LANGUAGE INSTRUCTORS

This form was developed by Peace Corps Nepal to get feedback on both the PST and how well the TOT prepared teachers for the training. One interesting feature of this form is the section at the end that asks teachers to define some of the concepts and terms that were introduced in the TOT. By asking for this kind of feedback, the Language Coordinator can get some interesting information on exactly what concepts were internalized and which ones were not. This information will prove very useful in designing the next TOT. The actual forms provided more space for the answers than shown here.

COVER LETTER

Dear Language Staff:

Our warm greetings and congratulations go out to all of you. You've been to PST and have finished the Post Visit . Now, we would like to ask you once again to participate in a TOT evaluation. The objective of this evaluation is to assess the effectiveness of the training provided to you, your satisfaction with the language instruction you are giving; and your ability to function in the field with the teaching skills acquired in your work setting.

Please complete and return the attached questionnaire to the training office as soon as possible. Thank you very much for your help and cooperation in this effort. Results of this will help us to make changes for next TOT.

Thanks again, and we look forward to seeing you soon.

Asst. Training Officer

Training Officer

LANGUAGE TRAINING PROGRAM EVALUATION

NAME ____________ **POSITION** ____________ **DATE** _____

Please answer the following questions as fully as possible. Use the back of the evaluation form if you need more space.

1. What were the most effective teaching methods or techniques you used in PST and why ?

2. What are some typical problems Trainees had, and how did you address them?

3. What are the major strengths of the Language Training Program?

4 What would you suggest a language trainer do when their Trainees are very diverse? For example - older / younger ; fast / slow learners.

5 What are the major weaknesses of the language training program ?

6 What suggestions do you have for improving the Language Program for the next PST? And what additional training would you consider useful ? Please list your suggestions.

7. What are your expectations of the Training Office? (e.g. In what ways do you expect the Training Office to help you?)

8. Briefly define or explain the following terms:

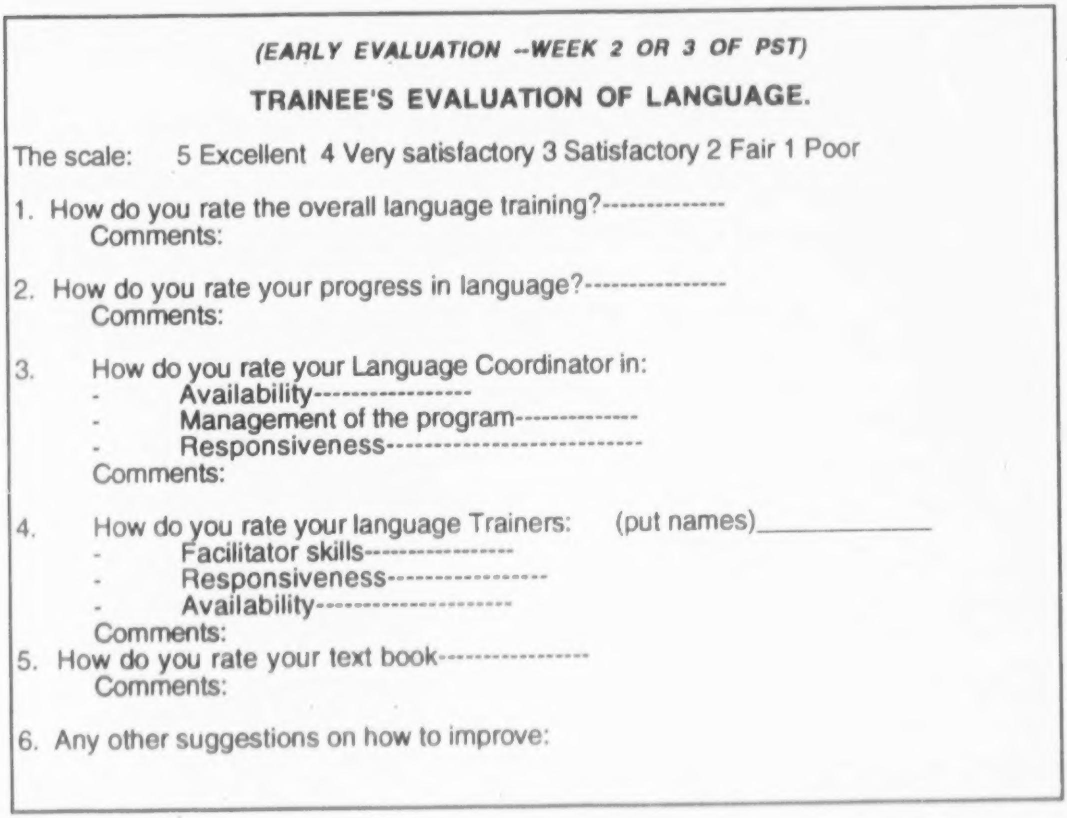
Acquisition
Anxiety
Auditory Mode
Communicative Competence
Comprehensible Input/Output
Deductive Learning
Drill
Filter
Function
Goal Oriented Needs
Inductive Learning
Kinesthetic Mode
Language Skills

Learning
Less Controlled Exercise
Life Skills
Monitor Model
Natural Approach
Optimal Input
Organizer
Performance
Silent Period
Spiral
Structure
Topic
Vocabulary in Context

SAMPLES FROM THE FIELD

PST EVALUATIONS FOR TRAINEES

These three forms were developed by Peace Corps Nepal for Trainees to fill out during the PST. The first is administered early in the PST; the second, a little before the half-way mark; and the final one at the end. It is interesting to note how the specificity of questions changes to reflect what will be done with the results. The actual forms provided more space for comments than shown here.



(EARLY EVALUATION --WEEK 2 OR 3 OF PST)

TRAINEE'S EVALUATION OF LANGUAGE.

The scale: 5 Excellent 4 Very satisfactory 3 Satisfactory 2 Fair 1 Poor

1. How do you rate the overall language training?--------------
   Comments:

2. How do you rate your progress in language?----------------
   Comments:

3. How do you rate your Language Coordinator in:
   - Availability-----------------
   - Management of the program--------------
   - Responsiveness---------------------------
   Comments:

4. How do you rate your language Trainers: (put names)______________
   - Facilitator skills----------------
   - Responsiveness-----------------
   - Availability--------------------
   Comments:
5. How do you rate your text book-----------------
   Comments:

6. Any other suggestions on how to improve:

(MID-PST EVALUATION)

EVALUATION OF TRAINING

You are now one third of the way through the PST. At the end of the PST you are expected to be able to go to your post and begin working. In the following evaluation, we want you to give us feedback as to how you think this training is preparing you for that reality. Your feedback and ideas will help us to know what we are doing that is working well for you and what adjustments we may need to make in the training to best assure it's meeting your needs.

1. The primary goal of the PST is to provide you with opportunities to develop and enhance your knowledge skills and attitude to be an effective PCV. To what extent is this goal being accomplished?

1____________2____________3____________4____________5

Not at all Somewhat To a great extent

What seems to be going particularly well?	Which areas need more attention?

2. A second goal of the PST is to establish a mutually supportive and collaborative learning environment that would enhance both the quality of PST and the relationships among PCVs at site. To what extent do you think this is being accomplished?

1____________2____________3____________4____________5

Not at all Somewhat To a great extent

What are we doing well?	Where do we need to improve?

3. A third goal of PST is to foster the development of independence of Trainees within the host country context. To what extent was this goal achieved?

1____________2____________3____________4____________5

Not at all Somewhat To a great extent

What aspects/activities fostered independence?	What aspects/activities fostered dependence?

4. How well do you feel PST staff respond to your needs, requests and suggestions?

1____________2____________3____________4____________5

Not at all Somewhat To a great extent

Comments:

5. General comments/recommendations about the daily, weekly and overall schedule, training site, logistical arrangements, money issues:

6. What are you finding particularly valuable during this PST?

7. What if anything is inhibiting your ability to learn or develop the necessary skills during the PST?

(FINAL EVALUATION)

TRAINEE'S EVALUATION OF LANGUAGE COMPONENT

Language:---------------------------

Using the scale below:
Low **Average** **High**
1_______________2_______________3_______________4_______________5

1. How do you rate the overall Language Training:----------------
   Comment:
2. What worked very well in Language?

   What did not work?
3. According to the LPI, what is your level:-----------------------
4. Comment on the Language Trainers and the Coordinator:

   (Names)
5. What are your suggestions for the next PST?

HOW TO DO IT

PST FINAL REPORTING GUIDELINES

POST-PST TASKS FOR THE LANGUAGE COORDINATOR

Once the PST is over and the Trainees have been sworn in, there are two final tasks that the Language Coordinator must carry out. One is preparing final formal assessments of the training staff. The guidelines and principles for this task are discussed in Section 7 (Assessment) of this Resource Kit. The second major task is preparing information about the language program for the PST Final Report. While the ultimate responsibility for preparing and submitting the Final Report is the Training Director's, it is your responsibility to organize the section on language teaching. We have excerpted some useful guidelines for preparing PST Final Reports from the *PATS Training Supplement*.

PURPOSES OF A FINAL REPORT

The Final PST Report is considered to be an integral PST record for both the in-country staff and PST staff, as well as the regional P&T Unit staff. As an in-country resource, the report provides complete documentation from program to program. The report and accompanying designs should be used by the Training Manager to provide a foundation for the preparation of subsequent PSTs. Both its content and its commentary should be used as tools in the process of maintaining good training activities and practices, and making incremental changes to improve training.

FINAL REPORT FORMAT AND PST PLANNING

Although the content of the report is significant in scale, it is hoped that the production of the report will not be an onerous task. In fact, the format can be used as both a record of the PST and a preparation and production tool for the PST. Many of the items and topics contained in the final report should be seen as part of the preparation of the PST, not as a post-PST reporting piece. For example, the overall training schedule, component objectives and competencies, evaluation system and schedule, and TOT objectives, schedule and evaluation should be completed before the arrival of the Trainees. Much of that information should be given to the Trainees upon arrival, in the form of a training syllabus.

Those parts of the report that are reviews of what happened and how well it happened should be produced as the PST progresses. At the end of the PST, only the synthesis of evaluations and recommendations should remain to be written. All other pieces should be ready for inclusion in the report and exist as computer files, ready to (perhaps) be re-formatted and combined with new materials.

BASIC ELEMENTS THAT THE LANGUAGE COORDINATOR WILL NEED TO PREPARE

Your major responsibility in the final report is preparing the language program component report, although you will probably have significant input in other sections as well, and we have accordingly included descriptions from the *PATS Training Supplement* of what is required for these other sections : Overall Descriptions of PST Design, Summary of Trainee Evaluation of the PST and Description of TOT Design.

CONTENTS FOR THE LANGUAGE COMPONENT REPORT

Each component of the PST should present a final report of its own. This report contains the following:

- PST preparation activities and commentary. (Activities, personnel resources, etc.)
- PST implementation activities. (Schedule, total number of session/activity hours, curriculum, integration with other components, Trainee assessment, and trainer performance appraisal)
- complete list of sessions and component objectives
- comprehensive list of the competencies covered (language training)
- overview of Trainee assessment process and procedures
- strong points of the component as done
- weak points of the component as done
- recommendations for the next PST (staff training, curriculum, schedule or other).

OTHER AREAS NEEDING LC INPUT

As Language Coordinator your duties include providing information for these other sections of the final report. Many of these things need to be "in place" before the Trainees arrive at the very beginning of the PST, so we include description of the basic components of these elements as well.

BRIEF DESCRIPTION OF THE PST DESIGN

The "PST design" is the overall structure of the PST, including a description of the areas listed below:

- Overview of training class. Give breakdown by project.
- Overview of training staff. Give breakdown by component.
- Listing and overview of major PST activities and schedule.
- Total hours for each component of training.
- Example(s) of typical daily schedule(s) used.
- PST Site(s) description. (Location and physical description.)
- Overview of the evaluation of training system used. This would include both the evaluation of training by Trainees and

training staff. This overview would include the evaluation procedures and timing of the evaluation activities.
- Training Calendar, including overall schedule of events and total hours allocated for each component. This includes both a brief narrative overview of the PST calendar (including the major activities or pieces of the PST) as well as a day-to-day general schedule that shows the frequency of different types of sessions, their placement in the training day, and the placement of major activities of the PST, such as "homestays, PCV post visits, and site visits. The calendar should be presented in a "one month per page" format to conserve space and present information in a useful way.

SUMMARY OF THE TRAINEE EVALUATION OF PST

A one- or two- page summary of the Trainee evaluation of PST should contain a brief overview of the process used to elicit feedback from the Trainees during the PST and the results of that evaluation. It is especially important to compare different methods or modes used for eliciting this information. You should also explain how the Trainees' evaluation of training feedback was incorporated into adjustments made during the training program.

DESCRIPTION OF TOT DESIGN

A complete TOT design should be on file. Your TOT design may not change a lot from year to year. The best situation (for reporting purposes) is to have a complete TOT design on file and to "report on" TOTs as they are done. This reporting would include:
- A list of overall TOT objectives.
- A list of TOT session titles.
- A copy of the TOT schedule including session times.
- Commentary as to how the TOT that was done compares to the design on file. Any differences or "departures" should be noted and explained. Also, commentary on the "standard" sessions may be useful.

SAMPLES FROM THE FIELD

SAMPLE OUTLINE FOR A LANGUAGE COMPONENT FINAL REPORT

Final reports are a useful source of information on many aspects of training design and several of them are included in the CD-ROM that is part of the this Resource Kit. As an example of how the information described above might be organized and supplemented, this is an outline of one such report, developed for a PST in the Czech Republic.

Outline of Contents

Overview
- Teacher Training
- Grouping of Language Classes
- Instructional Materials
- Method of Instruction
- Instructors' Work
- Component Evaluation
- Language Coordinator's Duties

List of Topics Covered
- Conversation
- Linguistic skills

List of Language Sessions
- Instruction
- Other Language Related Sessions
- Overview of Language Program Events

Discussion and Suggestions for the Future
- Program Strengths
- Program Weaknesses
- Suggestions for the Next PST

Appendices
- Summary of Teachers' Evaluation
- Summary of Trainee Feedback
- Summary of LPI (ACTFL) Results
- Comparing LPI Results by Components
- Language Materials and Handouts
- List of Supplementary Materials

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LANGUAGE
COORDINATORS
RESOURCE
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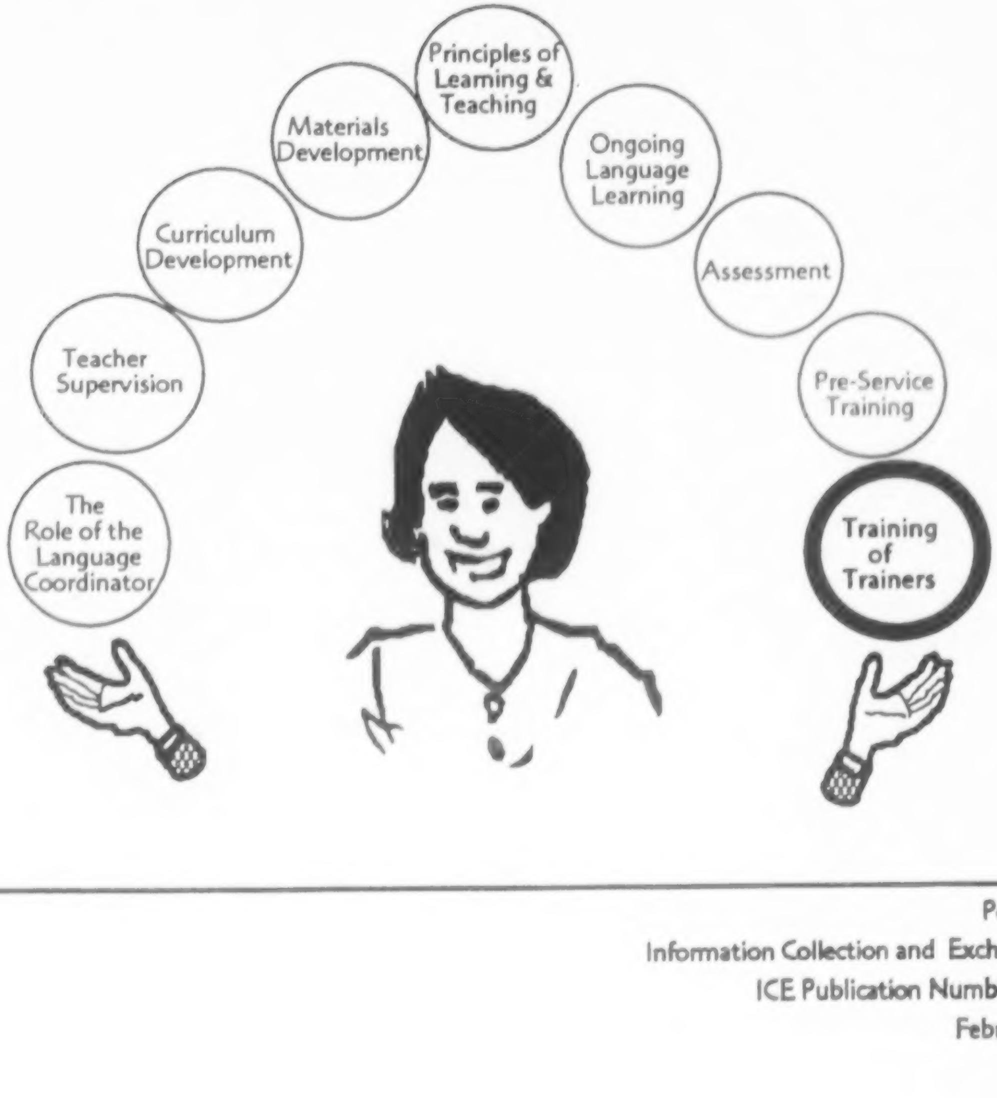
SECTION NINE

TRAINING OF TRAINERS


The Role of the Language Coordinator
Teacher Supervision
Curriculum Development
Materials Development
Principles of Learning & Teaching
Ongoing Language Learning
Assessment
Pre-Service Training
Training of Trainers

Peace Corps
Information Collection and Exchange (ICE)
ICE Publication Number T0099
February 1998

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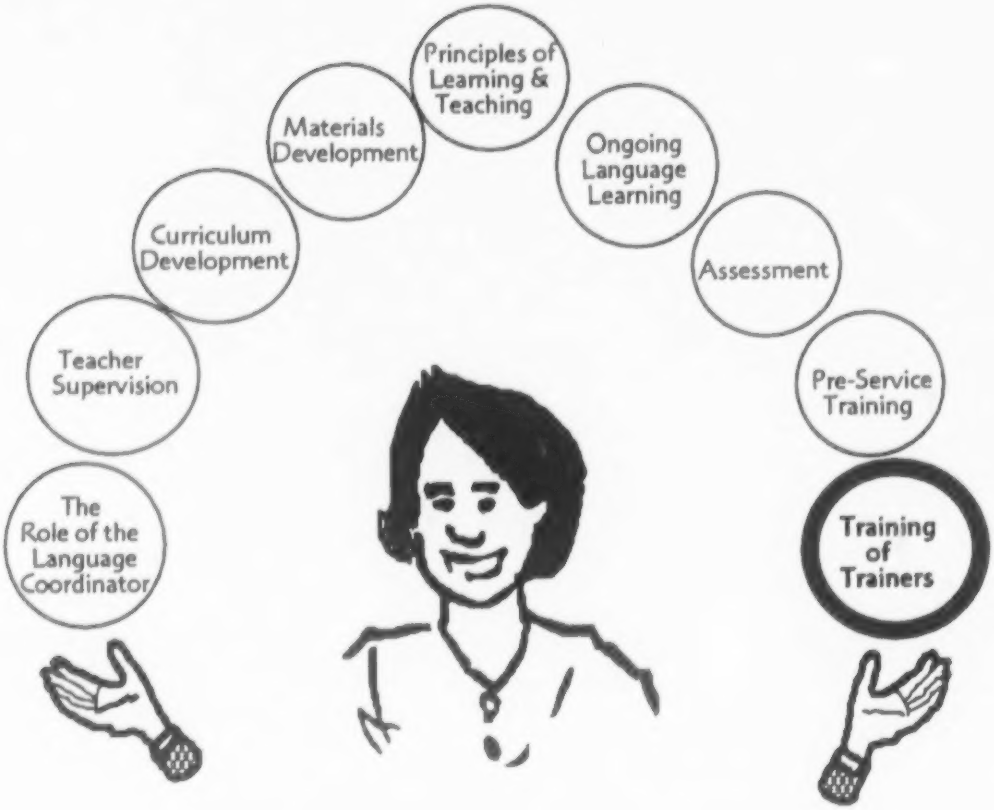
SECTION NINE

TRAINING OF TRAINERS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Training of Trainers

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ACKNOWLEDGMENTS

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TRAINING OF TRAINERS

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SECTION NINE: TRAINING OF TRAINERS

STAFF TRAINING AND PST: DIFFERENT MODELS FOR DIFFERENT SITUATIONS

The staff training in preparation for the Pre-Service Training (PST) is critical to the success of the training program. It provides the foundation for orienting and training of PST staff. Additionally, it is a useful opportunity to reflect on past training programs, review training materials and, as a team, begin to visualize and plan the PST. But specific training needs will vary a great deal from country to country. You may be preparing a training staff that is completely new to Peace Corps Training. You may need to combine the training aspects of the event with a need to select additional teachers to supplement a group of more experienced teachers.* As a result, no single model is ideal for all situations, and you will need to design your own, based on the particular needs at your post. You should consider the following questions as you begin to design your own staff training events.

WHAT KINDS OF EVENTS?

As Language Coordinator, you will be involved in your own training of trainers, which you will need to design and conduct. In addition, you will participate in the design and delivery of the Staff Development Workshop. In some posts these two events occur together; in others they are separate events. In either case you need to organize sessions that orient your language teaching staff and other PST training staff to the goals, design and training methods of the language program, and help them improve their teaching.

At many posts, the staff training is divided into two separate events, a Staff Development Workshop (SDW) and a Training of Trainers (TOT).

- The SDW orients trainers to working for Peace Corps and addresses basic trainer skills. All trainers involved in the PST should attend this event.
- The TOT focuses on the skills and activities necessary to carry out the language training curriculum, although it may

also include an orientation to Peace Corps and other sessions of general relevance. The TOT participants are all the language component coordinators and trainers.
Whatever the arrangement at your post, it is likely that as language coordinator you will be involved in the design of the TOT and the design and delivery of some SDW sessions as well.

WHO FOR? BEGINNER VS. EXPERIENCED

Your design for TOT will depend in large part on who is involved in the training. A training staff with a long history of experience with PSTs will not need the same kind of training sessions as a group of people who are encountering Peace Corps, the principles of adult learning, and communicative language teaching for the first time.

WHAT IS IT FOR?

TOTs also have a variety of purposes. For example, training will be different for teachers working with a well-developed set of materials versus teachers who are also going to be developing lesson content during the PST. As suggested above, some posts combine the TOT with the final stage of teacher selection, and, thus, need to add an element of formal assessment into the training schedule. TOTs for community-based training programs are another variation. Because language trainers have a wider range of responsibilities in this kind of PST, the TOT needs to meet their needs for developing counseling techniques, structuring more Trainee-directed activities and getting by with fewer classroom resources.

TIME SCHEDULE AND LOGISTICAL CONSTRAINTS

TOTs will also vary depending on the budget, how much time is available, and when it occurs in relation to the start of the PST.

HOW DO I DESIGN IT?

Taking all the above considerations into account, and developing effective session designs is the big challenge for Language Coordinators. In many ways the challenges are similar to designing the PST, but with a shorter time frame to accomplish your goals. We have provided a number of different sample TOT designs, but, none will be completely applicable to your own situation, since the final design for your TOT will depend on the needs and constraints of your program and the staff that you are working with.

HOW DO I ORGANIZE IT?

As Language Coordinator, you will probably have the primary responsibility for all aspects of the TOT and will also need to consider logistical matters in addition to the training design. If you have experienced language teachers, you can call on them to provide input and assistance in both the design and delivery of the TOT. If you are at a new post, or experimenting with a new design, you might request help from Peace Corps Washington, both in terms of resources and training personnel. Information about this kind of assistance is provided in Section 1 (Role of The Language Coordinator) of this Resource Kit.

WHAT THIS SECTION CONTAINS

This section contains information on:

- the steps involved in organizing the design and implementation of TOTs, including needs assessment and logistical preparations
- basic issues and general considerations for TOT design
- models of various kinds of staff training, including staff development workshops, selection TOTs and other kinds of pre-PST staff training
- session descriptions of sessions frequently included in TOTs
- guidelines and samples of evaluation techniques for the TOT
- guidelines and samples of TOT final reports

WHAT
NEEDS TO BE
DONE

IDENTIFYING TOT DEVELOPMENT NEEDS FOR YOUR POST

Every post needs different things to be done to ensure that there is a well-developed staff-training component in the Pre-Service Training. In some countries, the training program is well-established, and the post has many years of experience designing and implementing TOTs. In other countries, there may be little or no previous experience. And every country has, at one time or another, a "start-up program," where the post is programming Volunteers into a new technical area or a new language-region of the country, or piloting new training materials or training models, such as community-based training.

Peace Corps Language Coordinators developed this checklist to help you determine what needs you have in your program in the areas of TOT design and implementation. For each of the items below, select the letter of the response that best describes TOT development at your post:

A. **Completed successfully**
B. **Completed, but needs revision**
C. **Not completed, and it needs to be done**
D. **Not completed, but not important at present**

Items that you marked with a B or C will probably need further development.

TOT DEVELOPMENT NEEDS

_____ 1. Materials and procedures to determine training needs for your PST staff.

_____ 2. A variety of TOT and SDW training designs that meet the differing needs of differing groups of participants (language teachers only/whole PST training staff; experienced teachers/less-experienced teachers, etc.)

_____ 3. A TOT training calendar adapted to the needs of the PST calendar and other time constraints at your post

_____ 4. Well-developed logistical preparation schedules and training supplies checklist

_____ 5. Formal and informal assessment procedures and schedules for teachers in selection TOTs

_____ 6. A system for participant feedback about the effectiveness of the training design and specific sessions

_____ 7. A format for training session designs and an system for recording and preserving the most effective activities

_____ 8. An outline or format for the TOT final report

_____ 9. Systems for compiling information needed for final reports

TIME LINE

SUGGESTED SCHEDULE FOR DEVELOPING TOTS AND OTHER STAFF TRAINING EVENTS

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks that LCs are responsible for in designing and implementing TOTs and other staff training events. In the timeline below, all deadlines are for a "regular" language TOT. If planning a Selection TOT, you will need to meet deadlines that are one or two weeks earlier than those given, since this event will be followed by a general language TOT.

TOT PLANNING CHECKLIST

14 WEEKS PRIOR TO GENERAL TOT	Needs assessment process for TOT: • For a beginner TOT (in cases where the post is new and/or it is a selection TOT just for new teachers) there may be no need to do a formal needs assessment because you have to start from the basic areas. • For a TOT with teachers who have experience working for PC language programs a needs assessment is absolutely necessary.
11 WEEKS PRIOR TO TOT	• Review needs assessment questionnaires. • Review evaluation forms from previous TOTs. • Review the PST language program evaluation forms (filled out by Trainees and teachers). • Talk to teachers and PCVs about what can make the language program better.

TEN WEEKS PRIOR TO TOT	• If you work at a post where there are no TOT materials, start working on the TOT design. • Review resources from general PC materials and materials from other countries and identify goals and objectives, topics, length.
EIGHT WEEKS PRIOR TO TOT	• Send a memo to the Admin. Officer with proposed dates for TOT, the budget you'll need and requirements for the training site.
SIX WEEKS PRIOR TO TOT	• Confirm training event site.
FOUR WEEKS PRIOR TO TOT	• Send letters to invite applicants to the selection TOT or hired teachers to the final TOT. • Review training design and make all necessary changes/revisions. • Review all handouts and make necessary changes/revisions. • Identify facilitators (if needed) and give them instructions on what to do. • Identify Admin. Coordinator for the training event. • Identify co-trainers and schedule "staff training". • Review evaluations and PST staff meeting notes from previous PST, and final PST report for ideas for training design. • Identify and order all training event materials and hardware. • Visit the proposed training site to check on facilities. • Prepare a TOT Supply List and submit it to the Admin. Officer.
THREE WEEKS PRIOR TO TOT	• Review and revise session designs. (if you have them from the previous year and if you think they need little or no revision). • Design a TOT Schedule. • Prepare lead trainer materials. • Prepare participant materials •Prepare necessary handouts. *•Note: If you do not have session designs from previous years and you have to prepare the design start much earlier. - See above.*

TWO WEEKS PRIOR TO TOT	• Prepare the training site. • Distribute a draft training schedule to participant staff. • Make necessary travel arrangements for PST staff and APCDs (Including memo to Travel Office to make necessary air ticket reservations.) • Identify and collect all resource materials to be taken to training event (including manuals, handouts and readings). • Check with the Admin. unit that everything on your Supplies List has been provided.
ONE WEEK PRIOR TO TOT	• Prepare the training site. • Organize all video and audio resources, including overhead projector, TV/Video, tape deck and short-wave radio. • Send materials to be photo-copied. • Meet with chosen "staff trainers" and discuss timing, length, schedule and content of staff training. • Prepare final schedule and assign responsibilities. • Conduct "Staff Training for Staff Training". • Check and confirm all transportation arrangements. • Pack up all training event materials. • Confirm that all copies have been made. • Review materials packed for training event. • Organize individual trainer materials. • Deliver TOT.

HOW TO DO IT

NEEDS ASSESSMENTS FOR TOTS

NEEDS ASSESSMENT

The basic principles and procedures for effective needs assessment were discussed in Section 3 (Curriculum Development) of this Resource Kit. You will probably want to review the guidelines and formats described there. In addition to those general principles, Language Coordinators have developed these suggestions for needs assessment processes for TOTs.

SUGGESTIONS FROM LANGUAGE COORDINATORS

- For a TOT with teachers who have already experience in working for PC language programs a needs assessment is necessary. Review evaluation forms from previous TOTs, review the PST language program evaluation forms (filled out by Trainees and teachers), and talk to teachers and PCVs about how to improve the language program. Then design and send needs assessment questionnairies to the teachers.
- In the needs assessment ask about the kind of process to be used in the TOT delivery (open space, structured sessions, work groups to produce or research different projects/plans.)
- If possible, share results of needs assessment with the group before they arrive or at the beginning of the TOT. This will give the participants an opportunity to prepare materials which they might need.

SAMPLES FROM THE FIELD

OPEN-ENDED NEEDS ASSESSMENT QUESTIONNAIRE FOR A REGIONAL LANGUAGE TOT

This TOT Needs Assessment Questionnaire was developed for a Regional Language TOT for Anglophone Africa countries. It can be a model for TOTs where the majority of your language training staff already have a lot of experience working with Peace Corps and the training materials in your program.

Language TOT Needs Assessment

We are looking forward to a helpful, productive language training workshop in Tanzania for Peace Corps programs in Anglophone countries in the Africa region April 19-May 1. In order to ensure that the workshop will meet the needs of both language instructors and coordinators, please respond to the following questions by **DATE**. Send your responses to **NAME**.

1. The workshop will include opportunities for materials sharing and several sessions on teaching methods using the Teacher Training Through Video materials. What additional topics do you consider most important to focus on? Please make **a prioritized list of topics**, keeping in mind the needs of both teachers and Language Coordinators.

2. What do you feel are the areas of greatest strength in your language training program?

3. What do you feel are the areas of greatest weakness in your language training program?

4. What suggestions do you have for the workshop planners?

Thank you for your contribution to the success of this training event.

SAMPLES FROM THE FIELD

OPEN-ENDED NEEDS ASSESSMENT QUESTIONNAIRE FOR A PRE-PST TOT

This needs assessment form was developed for a specific Pre-PST TOT. It outlines some of the perceived needs based on evaluation of feedback from previous PSTs and TOTs and offers the participants an opportunity to comment on how they would like to see the training structured. Obviously, this kind of form is most appropriate for programs where the majority of teaching staff have already had experience with PSTs and Peace Corps training. The actual forms provided more space for written comments than shown here.

Language TOT Needs Assessment

We are looking forward to a helpful, productive language training workshop in **PLACE** on **DATES**. In order to ensure that the workshop will meet the needs of the language program and participants, please respond to the following questions by **DATE**. Send your responses to **NAME of LC and ADDRESS.**

A review of the language related-items in the most recent Training Status Reports indicates that we are dissatisfied with (or lack) **(1) staff development, (2) program evaluation,** (3) **student materials, and (4) integration of language with other training components.** The evaluations of our most recent TOT indicate that many instructors would also like some attention to **(5) teaching methods.**

1. Which of the above 5 topics are most important for inclusion in the workshop schedule?

2. Which of the above topics are least important for inclusion in the workshop schedule?

3. Are there ***other*** topics that are important to focus on? Please make a prioritized list of additional topics that you think should be included.

4. How would you like to see the workshop sessions delivered?
_____ Mostly projects (but with a few structured sessions and a little Open Space)?
_____ Mostly Open Space (but with some structured sessions)?
_____ Mostly structured sessions (but with a little open space)?
5. Are you willing to facilitate sessions for new instructors? If so, for what topics?

6. What suggestions do you have for the workshop planners?

HOW TO DO IT

LOGISTICAL CONSIDERATIONS FOR TOTS

In many posts the Language Coordinator is responsible not only for designing and conducting the TOT, but for making logistical arrangements as well. The arrangements are similar as for other short-term training events, such as ISTs. Language Coordinators have suggestions about managing logistics for such short-term training events.

SELECTING A SITE

- The training site should provide the facilities needed for training: conference rooms, study hall, space for classes or classrooms, enough tables, chairs, and space for other language training activities like simulations, role plays and skits.
- The training site should be accessible for host families.
- Check that the training conference is suitable in terms of:
  - size (big enough to provide space for small group activities and all-group activities)
  - light and not too noisy
  - location in town (easy access to public transportation, close enough to PC office in cases where something is needed to be delivered from the office)
  - location close to places where participants may have lunches (in case PC is not providing them)
  - nice areas for recreation in breaks

OBTAINING SUPPLIES

- When preparing a list of supplies and materials, specify kind, size, color (for paper, pens, pencils, markers), and number to enable the Admin. unit to order what is really needed.
- Check that you have everything you need at the training site before the start of TOT, especially enough chairs, and tables. These may also include supplies, equipment, handouts, and books. Check that all equipment is to usable and working well. Are they on the right voltage?
- Check with the Admin. whether everything on your supplies list has been provided and make sure that all the supplies are transported to the training site a day or two prior to TOT (or at least a couple of hours) before you start, so that you can have the conference room set up in time.

SAMPLES FROM THE FIELD

SUPPLIES LISTS FOR TOTS

This list of supplies was compiled from several different training programs. Typically the list is developed and sent to the Peace Corps Country Director or Admin Officer for approval. Some countries require that price information be included as part of the list. In other posts, such information is part of the general budget proposed for the TOT. Specific numbers of items will, of course, depend on how many people are participating in your TOT.

Typical Supplies Needed for a Language TOT

- **Training supplies:**

flip chart stands - 2
flip chart paper - 3 pads
name tags - 25
markers - 40 (of 4/5 different colors)
overhead projector
transparencies - 1 box
transparency markers - 2
TV set
VCR
blindfolds (10 strips)
pens - 25
note paper/writing pads - 25
folders - 25

- **For coffee break :**

30 plastic cups
4 coffee makers
8 packs of coffee -
2 kg. sugar -
10 bottles mineral water

THINGS TO THINK ABOUT

TOT DESIGN: GENERAL CONSIDERATIONS

As you establish the final design and training activities for your TOT it is important to keep in mind some of these general considerations that Language Coordinators have identified as being key determiners of your schedule.

TIMING

- When planning when to schedule the TOT, check on the availability of participants. If school teachers will serve as Language Instructors, when would they be available? On weekends? During school breaks? School breaks may be fine if they are long , so that even if the TOT takes several days, the teachers will still have a break from their regular school classes.
- Inform teachers about the TOT schedule as early as possible.
- Schedule the TOT so that you have enough time for TOT planning and preparation.
- Time the TOT according to your other responsibilities as Language Coordinator.

LENGTH

The length of the TOT may vary a lot (from 3 days up to 1 month) depending on:

- the budget for the language program at post;
- the level of experience of the participants: whether or not they are all certified teachers, whether or not they have teaching experience ,whether or not they have taught their own language to foreigners before;
- one level vs. mixed level TOTs;
- whether the post is old or new / whether the language program is old or new;
- whether you divide your TOT into a selection TOT and a TOT for hired teachers only.

The following information was compiled in a survey of ECAM countries about the length of TOTs.

ECAM TOT SURVEY RESULTS, 1994

VARIABLES	# Days	# Hours per day	Total Hours
range	1-25	3-8	16-84
most common response	10 days	8 hr/day	36-40
2nd most common	5-6 days	4 hr/day	60-84

PLANNING

- Plan for language staff travel far ahead of time and request Travel Authorizations from the Admin Unit at least one month before the start of TOT. This will allow for possible changes in boat trips, plane flights, or bus rides in cases where instructors will have to travel from their homes to the town where the training will be held.
- Coordinate with Admin. staff regarding contracts, purchase orders for training centers, travel orders, etc. at least two months before the start of TOT.
- If you are expecting a TOT facilitator from the U.S., plan for facilitator's arrival.
- If you are hiring Host Country Nationals as facilitators, decide on the budget you will need to pay them and write a proposal to your Admin unit.

SCHEDULE

- Design the schedule so that it is convenient for people to get to the training site on time without getting up too early.
- Schedule enough time for short breaks and lunch breaks.
- Length of schedules should depend on the training tasks to be accomplished.
- Check with participants about schedule times at the beginning of the first or second day to make appropriate changes.
- Schedule open space or unstructured time to address participants' issues or needs not previously thought of.
- Plan enough time for lesson planning and micro-teaching. Remember the practice stage is the most important one.
- When delivering the TOT, note how long each session lasts, so that next time you will know how much time to allow.

STANDARD TOT CONTENT

The *PATS Training Supplement* identifies some of the generic content that should be included in a standard staff training events.

Standard content areas for a TOT include:

- goals and philosophy of Peace Corps training.
- minimum standards for the training program,

- realities of Peace Corps in the country – goals, history, organizations, policy, programming and training process,
- principles and methodologies of experiential and adult learning, including ways to adapt plans to the needs of individual Trainees,
- evaluation systems.

Standard content areas for a SDW include:
- review of the PATS project plan with the APCD,
- concepts and examples of integrated training,
- the training strategy,
- cross-cultural similarities and differences between the U.S. and the host country,
- interpersonal skills and counseling techniques for providing positive and negative feedback to trainees,
- group norms,
- the trainee assessment process,
- reporting requirements and system,
- VAD sheets, task analyses, and profile of the training group,
- practice training and feedback sessions,
- guidelines for professional behavior.

SELECTING CONTENT FOR YOUR PROGRAM

Language Coordinators from ECAM countries made the following suggestions for how to select and sequence specific sessions into your TOT design.
- Prepare a list of suggested sessions depending on the number of days the Language TOT will be.
- Ask an experienced language teacher to help you sketch out objectives, delivery strategies, and time frames for Language TOT sessions.
- Decide on strategies for handling special issues (e.g., a mix of teachers who are new to Peace Corps with experienced PC teachers.).
- Determine the sessions you would like to have in your TOT depending on the kind of teachers attending - experienced vs. new, mixed, etc.

MOST EFFECTIVE/ NECESSARY SESSIONS

ECAM Language Coordinators named these as the most effective and important sessions to include in most TOTs.
- Introduction to Peace Corps
- Guidelines for Professional Behavior (inc. job responsibilities)
- Giving and Receiving Feedback
- Experiential learning
- Adult learners
- Learning Styles
- CBC
- Teaching Approaches (Focus on the communicative approaches - especially in countries where these are not popular in foreign language teaching)

- Communicative Teaching Techniques and Activities (including games)
- Lesson Planning
- Teaching Grammar in the CBC
- Materials Preparation
- Classroom Management
- Micro-Teaching
- Working in a cross-cultural setting
- Video-based Teacher Training Sessions (*Teacher Training Through Video* and *Adult Language Learning* videos)
- Assessment and Evaluation in TOT

ADJUSTING SESSIONS TO FIT THE TIME AVAILABLE

- Sessions topics are about the same for any length of TOT, but each session could be significantly expanded when more time is available. For example, during a 5- or 10- day TOT there would be more video-based teacher training techniques, and more time for preparing lessons/materials, practice teaching and giving feedback on sessions.
- When using teacher training videos, each post can make its own decision about which to use in full or as clips based on time and particular needs or interests.

OTHER DESIGN CONSIDERATIONS FOR TOT

There are other issues to consider in addition to schedule and content. These include how to integrate micro-teaching into your TOT design, how to work with groups with mixed "experience" levels, and whether to ask others (both PC staff and facilitators) to assist you with the training. Language Coordinators have provided these suggestions to think about as you design your TOT.

1. INTEGRATING MICRO-TEACHING INTO YOUR TOT

- Schedule as much time as possible for practice.
- Depending on time, when asking participants to do micro-teaching, you may want to ask the teachers to conduct the whole lesson or just one stage, i.e., presentation, practice, or application.
- What should be practiced?

- lesson planning
- each stage of the lesson
- each new technique

- How to facilitate/schedule?

- Team more experienced PC teachers with those who are new
- team planning
- team teaching: one teach/one observe; then switch roles

2. USING OTHER PC STAFF AS RESOURCES

- Ask PC staff to give "shock" lesson in another language.
- Ask PC staff to demonstrate a particular technique. (Remember that even inexperienced teachers can still critique and make suggestions on how to improve the lesson for teaching PCTs).

3. WORKING WITH MIXED LEVELS OF EXPERIENCE IN YOUR TOT

- Have teachers new to PC and those with Peace Corps experience work together:
  - lesson planning
  - giving feedback
  - for micro-teaching
  - team teaching
- Use experienced PC teachers as facilitators to train new teachers
- Call on experienced PC teachers to share their ideas and experiences during the TOT
- Have the more experienced PC teachers work on special projects
- Divide them into two groups for some of the sessions
- Experienced teachers can conduct their own Open Space sessions.

4. WORKING WITH A TOT FACILITATOR

- Depending on facilitators' expertise, hire them to facilitate one or more sessions at the TOT.
- Find at three or four different facilitators for TOT sessions for a variety of facilitation styles.
- Check on the availability of facilitators and hire them full time or part-time (a whole day vs. a session; one full week vs. one day or one session a day for the week).
- As soon as you decide what you need a facilitator for, decide on the payment amount and make your proposal to Admin about this as soon as possible. Determine salary rates after finding out about salaries for similar services.
- Discuss the Statement of Work with the facilitator before hiring.
- Discuss materials needed by the facilitator to check that these are available, e.g., overhead projector, computer, VCR player, TV.
- Look for possible TOT facilitators from these groups:
  - people with PC language program experience : experienced language instructors (the best source), PCVs (mainly TEFL), TEFL PST Coordinator or assistant;
  - people with teacher training experience : school/university teachers/teacher trainers.

HOW
TO DO IT

TRAINING SESSION DESIGN FORMATS

WHAT ARE SESSION PLANS AND WHY DO WE NEED THEM?

In Section 8 (Pre-Service Training) we discussed the rationale for having a lesson plan format for your teaching staff to work with. For the same reasons it is also a good idea to develop a TOT session plan format that provides information about the goals, design and materials for each individual training session in your PST. Since this information will be needed for your TOT Final Report as well, it's a good idea to set up procedures for identifying this information from the very beginning of the design process. See Section 8 (Pre-Service Training) for additional recommendations about setting up systems for final reports.

TRAINING SESSION DESIGN FORMAT

Session Design formats vary from program to program, but at a minimum they should include:

- Session Title
- Length of Session
- Facilitator
- Goals and Objective(s)
- Possible Delivery Strategies
- Materials Needed
- Recommendations for Enhancing Session (to be included in your TOT final report)

OTHER ELEMENTS

Here are additional guidelines concerning elements of session design and description formats that you may want to include.

1. RATIONALE Background information concerning the session and why it is included in the training design, including, but not limited to, the following:

- How does it relate to overall training goals?
- How does the session relate to other components of the training design?
- What in the past has led us to design this session and place it here?

2. TOTAL TIME

- Time for the entire session including time for breaks.

3. GOALS/ OBJECTIVES	• List goals and objectives of the session in behavioral terms.
4. INTEGRATION POINT	• Describe how this session (through its objectives and activities) is integrated with the other aspects of training - cross-culture, technical, personal safety, etc.
5. TRAINER PREPARATION	• Information on trainer roles for the session --lead trainer, assistant trainers, etc. This includes pre-session briefing and orientation of assistant trainers or new trainers by the lead trainer. • Notes concerning the advance preparation of session materials - flipcharts, handouts, etc.
6. MATERIALS	• List all materials needed for trainers and Trainees (newsprint, markers, pens, paper, tape, etc.).
7. PREPARED NEWSPRINT/ FLIPCHARTS	• List names of all flipcharts and their location within the training design (for visual examples).
8. HANDOUTS	• List names of handouts and their location in the materials packet that you have prepared for the TOT.
9. PROCEDURES	• Include all session activities. • Include all flipcharts (visually) in the location they occur. • Include time frames for all activities. • Include trainer's notes where necessary or appropriate. • Include the placement and time of breaks.
10. REFERENCES	• List titles and locations of any training manuals or other books used in the production and presentation of this session. Include section or chapter titles and page numbers. If only a few pages were used, copy them and attach them to the design. • If reference materials used are not currently in the Training Office library, request that they be included. State location for their purchase if known.

STAFF DEVELOPMENT WORKSHOPS

WHAT ARE STAFF DEVELOPMENT WORKSHOPS?

The Staff Development Workshop (SDW) usually takes place after the Language TOT and prior to the PCTs arrival. The Staff Development Workshop has three main goals. First it orients new staff to the Peace Corps and familiarizes them with Peace Corps training philosophy and procedures. Second, the SDW builds basic training skills, based on experiential learning and the principles of adult learning. For more experienced staff it is an opportunity to extend their professional development in this area. Third, the SDW is the time to be establishing the systems and tools that will be used in the up-coming PST.

PARTICIPATION OF THE LANGUAGE COORDINATOR IN SDW

The event is led by the Training Manager and/or PST Director and facilitated by a team of experienced trainers. As Language Coordinator, you will play an important part in the design and delivery of the SDW. For example, during the SDW the overall schedule is created and each Coordinator negotiates for the numbers of hours and particular times of the day that their sector training sessions will be held. Therefore you need to actively participate in this event.

OVERVIEW OF THE GOALS AND OBJECTIVES OF SDW

Because you may be playing an important role in the design and delivery of this training event, we provide this overview of a suggested training design. At the very least, you will need to present the basic aspects of the language program to the rest of the staff. But you may be involved in designing and conducting other sessions as well.

The SDW concentrates on the following areas:

- orienting the PST staff to the experiential learning cycle and its application to Peace Corps training,
- introducing and explaining "Maslow's Hierarchy of Needs" and how it applies to and can be used in Peace Corps training,
- training PST staff in training presentation skills necessary in adult learning/non-formal education and training situations,

- examining the dynamic of dealing/working with American Trainees in the PST setting,
- examining the host country culture for clues to the dynamics and process of cross-cultural training,
- orienting the trainers to the Peace Corps Trainee and Trainer assessment process.

FORMAL TRAINING OBJECTIVES FOR SDWS

By the end of training, participants will be able to:

- Explain how adult learning principles and the experiential learning cycle are used to guide Peace Corps training.
- State the three goals of Peace Corps, the main philosophies of the Peace Corps mission, and the role of the Volunteer in development work.
- Demonstrate basic facilitation and presentation skills and discuss how and when each is best used in a training session.
- Describe the assessment procedures for Trainees and Trainers, and demonstrate the basic skills necessary to carry out their roles in those procedures.
- Conduct themselves in accordance with the "Guidelines for Professional Behavior" and senior staff expectations.
- Describe the different perspectives that Americans have for the host country culture, and that host country nationals have for American culture, including an awareness of diversity issues both for Americans and within the host culture.
- Describe the chain of command, lines of authority and channels of communication to be adhered to during PST, for both PST staff and PC Senior staff.

STAFF DEVELOPMENT WORKSHOP SCHEDULE

The following schedule is offered as a suggestion. The time spent on any staff training area should be adjusted to the needs of a particular PST staff group.

An example of a different schedule which highlights the specific role of the Language Coordinator is provided later in this section in *Samples from The Field*.

GENERIC STAFF DEVELOPMENT WORKSHOP (SDW) SCHEDULE

DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
7:00 Breakfast 7:30 Community Meeting 8:00 Opening Remarks & Welcome 8:15 Icebreaker 9:00 Overview of Staff Trng Goals 9:30 Norms 10:00 Team Building Exercise	7:00 Breakfast 7:30 Community Meeting 8:00 Maslow's Hierarchy & The Experiential Learning Cycle 10:00 Review Past PST Evaluations	7:00 Breakfast 7:30 Community Meeting 8:00 Job Description Review & Trainer Assessment Process (including Guidelines for Professional Trnr Behavior)	7:00 Breakfast 7:30 Community Meeting 8:00 Working with Americans 10:00 Host Country Culture Overview	7:00 Breakfast 7:30 Community Meeting 8:00 Counseling Skills 11:00 Budget Overview
LUNCH 12:00	LUNCH 12:00	LUNCH 12:00	LUNCH 12:00	LUNCH 12:00
1:30 History of Peace Corps & Country Program 2:30 Peace Corps Policies 5:30 Staff Mtg	1:30Presentation Skills and Training Techniques * 5:30 Staff Mtg	1:30 Presentation Skills cont'd, 5:30 Staff Mtg	1:30 Trainee Assessment Process 3:30 Giving & Receiving Feedback 5:30 Staff Mtg	3:30 Closure & Evaluation 5:30 Staff Mtg

*(*including, demonstration, fishbowl, discussion facilitation effective flipcharts, games, ice-breakers/warm ups, Role Plays, Case Studies, etc.)*

DESCRIPTIONS OF SESSIONS FOR STAFF DEVELOPMENT WORKSHOPS

The following is a list of sessions from the *PATS Training Supplement* that describes the content of some of the sessions that are typically included in Staff Development Workshops. Although these sessions deal primarily with issues other than language teaching, you may wish to adapt some sessions for use in Language TOTs as well. Examples of some of such kinds of session adaptations are included in the recommended TOT sessions designs for Language TOTs later in this section.

1. HISTORY OF PEACE CORPS AND THE COUNTRY PROGRAM

This session is aimed at new training staff who need an introduction to the organizational philosophy and history of Peace Corps. In addition, the new staff should be given a relatively detailed overview of the history of Peace Corps in the country (how long, what projects, how many PCVs, etc.).

2. PEACE CORPS POLICIES

The policies of the Peace Corps and the country program need to be reviewed with the staff members to avoid confusion over decisions and actions taken during the PST.

3. PROFESSIONAL TRAINER GUIDELINES

Professional trainer guidelines, which are a combination of Peace Corps guidelines and country-specific guidelines are presented and reviewed with all trainers. These guidelines outline both what the trainers are expected to do and what they are forbidden from doing. These guidelines should be reflected in the performance appraisal forms for all trainers.

4. MASLOW'S HIERARCHY AND THE EXPERIENTIAL LEARNING CYCLE

Maslow's Hierarchy and the Experiential Learning Cycle are two theories that play a key role in the design of Peace Corps training. All staff should be familiar with both the theories themselves, and the application of the theories to training content and design.

5. REVIEW OF PAST PST EVALUATIONS

Evaluations from the most recent PST which included Trainees from the same projects should be reviewed to provide insight and guidance for training design, activities, scheduling and logistics. The review should include all members of the component training team, the APCD and current PCVs.

6. PRESENTATION SKILLS AND TRAINING TECHNIQUES

A significant amount of time should be devoted to practicing presentation and facilitation skills and a variety of training techniques. This should include, but not be limited to, brainstorming, group facilitation, fish bowl, demonstration, role plays and case studies as well as design and use of flipcharts and other visual aids. Often the best progression to follow in the session is to define the skill/technique, demonstrate the skill/technique and then provide opportunities for the participants to practice the skill/technique.

7. JOB DESCRIPTION REVIEW AND TRAINER ASSESSMENT PROCESS

Each trainer should be familiar with his or her own job description before coming to staff training. In this session the trainers should be exposed to the job descriptions of the rest of the staff with whom they will be working. This is also a chance to review working relationships and the chain of command.

The trainer assessment process should be presented, and reviewed with all staff. Content includes the assessment process overview and timetable. assessment instruments and feedback guidelines.

8. WORKING WITH AMERICANS

Trainers must be familiar with both a general overview of American culture and the dynamics of the adaptation process the Trainees will experience. This provides them with insight as to why Trainees act as they do and to how the trainers can best work with the Trainees.

9. HOST COUNTRY CULTURE OVERVIEW

Most Peace Corps countries represent more than one culture, as do the groups of trainers hired to work for the PST. The diversity of the host country cultural make-up is explored and the impact of that diversity on the group is examined in this session.

10. TRAINEE ASSESSMENT PROCESS

The Trainee assessment process, timetables and instruments are reviewed in this session. Additionally, the role of the trainer in that process is presented and the necessary skills identified.

11. GIVING AND RECEIVING FEEDBACK

Feedback is defined, and the necessary trainer skills are identified in this session. This should be linked to the session on Trainee assessment. Role plays and case studies should be used to provide trainers opportunities to practice feedback skills.

12. COUNSELING SKILLS

Basic counseling skills and an overview of counseling resources available through Peace Corps are addressed in this session. It is likely that the trainers will have only minimal counseling skills. They must, therefore, be aware of counseling resources outside of the PST staff, such as the Peace Corps Medical Unit and the Office of Special Services.

13. PST BUDGET OVERVIEW

A brief overview of the PST budget and rules associated with use of U.S. Government funds should be presented by the Administrative Officer. Most trainers need an overview of the budget in order to understand who has responsibility for the funds and how they can/should be accessed for training activities.

14. TRAINING DESIGN

Training design deals exclusively with how to turn goals into behavioral objectives, activities and session designs.

- Writing Behavioral Objectives: Trainers need to understand what behavioral objectives are, and have the skills to write them. In this part of the session behavioral objectives are defined and it is shown why they are so valuable to training design and to Trainee assessment. Additionally, Knowledge, Skill and Attitude objectives are defined and appropriate activities for each type of objective are presented and reviewed. Trainers should be given a chance to practice writing each type of behavioral objective and to link them to training activities.
- Training Session Design: A standard training session design format is presented and reviewed with the trainers. This session design model should be used by all components and lend a high degree of consistency to all training manuals. The standard session design must include all pieces necessary for presentation and evaluation.

15. EVALUATION AND REPORTING

The evaluation system and reporting guidelines must be made clear to the trainers. In this session the process, instruments and schedule of the training evaluation are presented and reviewed. The discussion of evaluation should lead directly to the guidelines for writing and submitting periodic training reports. In addition to the process of evaluation and the guidelines for reports, the chain of command for producing these items should be presented and reviewed.

16. USING RESOURCE SPEAKERS AND PCVS IN PST

Almost all PSTs use outside speakers and current PCVs as resources. The trainers need to know how to make the most of these resources and how to avoid the pitfalls inherent using them. This session reviews the training situations which best suit themselves to the use of outside resources, and demonstrates how to prepare outsiders for their roles and responsibilities.

17. ASSESSMENT PROCESS - TRAINEES AND TRAINERS

During the PST, both the Trainees' and the trainers' performance is assessed against specific criteria. The trainers need to know their role in the assessment of the Trainees. They also need to know how and how often their own performance will be reviewed, and who will be conducting the review. This session outlines the process, instruments and schedule used to carry out the assessment process. This session should be linked with the sessions on "Job Description", "Feedback Skills" and "Professional Trainer Guidelines".

18. EARLY TERMINATION AND ADMINISTRATIVE SEPARATION PROCEDURES

Peace Corps has detailed policies and procedures concerning the early termination and administrative separation of Trainees and Volunteers. This session presents and reviews these policies and procedures, and defines the roles played by training staff and Peace Corps staff in carrying them out.

19. TRAINING CALENDAR

This session is the first attempt to outline the entire training calendar. In the main exercise of the session the total number of hours available for training sessions and activities is calculated and each component is given a chance to state the amount of training time they would like. Should the number of requested hours exceed the number of available hours, negotiations to adjust the number of hours requested by each component must take place.

20. CLOSURE AND EVALUATION

Review the goals and objectives of the training and allow the participants to evaluate the design on a confidential form.

TIPS FOR THE LANGUAGE COORDINATOR AT THE STAFF DEVELOPMENT WORKSHOP

Peace Corps Language Coordinators have developed this list of tips to keep in mind as you think about your role at the Staff Development Workshop:

- Use this workshop as an opportunity to link the language with the other components of the PST. Propose that some hours be "shared," Language/Tech or Language/Health etc.
- Establish good work relationships with the other Coordinators.
- Look for sessions that are good for integration with other components and design them together with the Technical or Cross- cultural Coordinator or with the PCMO, such as a medical session on Nutrition that could be held after a language class on Food.
- Assign a Language Instructor to each Technical Coordinator, to participate in Technical Sessions and to be responsible for the integration with that component.
- Plan evaluations and assessments in coordination with the other components so that they do not stress out the PCTs.
- Look for sessions that could be cross- sector , like Learning Styles, Adult Learning, Lesson Planning, or even CBC. Doing these sessions at the SDW would give you more time to concentrate on specific language program needs during the TOT.
- Don't forget to include the homestay families in some kind of pre-PST training and orientation. Have a meeting with families before Trainees' arrival and explain Peace Corps' expectations and the language team's expectations from them.

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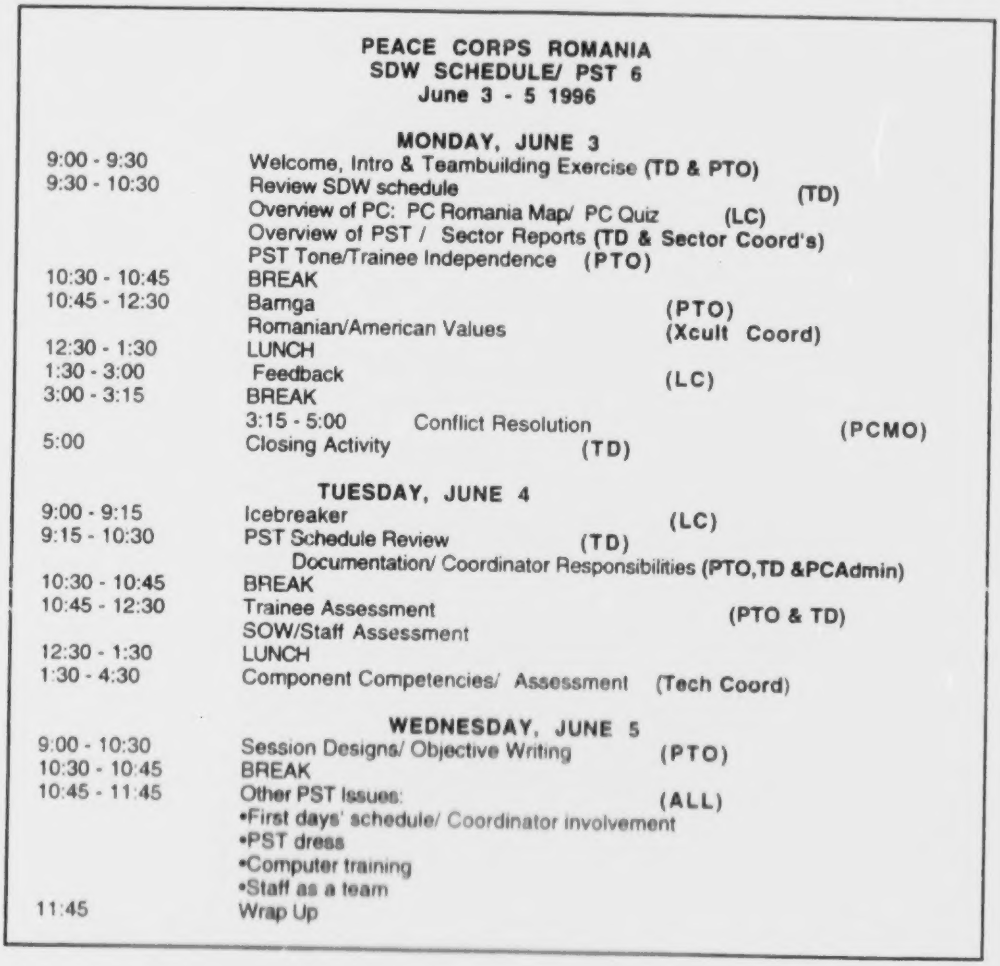
SAMPLES FROM THE FIELD

SAMPLE SDW SCHEDULE

On this schedule, developed for a Staff Development Workshop in Romania, the position of the person doing each portion of the workshop has been noted. Your own responsibilities for presenting specific sessions will depend on your experience with Peace Corps and who else is involved in the training program.



PEACE CORPS ROMANIA
SDW SCHEDULE/ PST 6
June 3 - 5 1996

MONDAY, JUNE 3

9:00 - 9:30	Welcome, Intro & Teambuilding Exercise	**(TD & PTO)**
9:30 - 10:30	Review SDW schedule	(TD)
	Overview of PC: PC Romania Map/ PC Quiz	(LC)
	Overview of PST / Sector Reports	**(TD & Sector Coord's)**
	PST Tone/Trainee Independence	(PTO)
10:30 - 10:45	BREAK	
10:45 - 12:30	Bamga	(PTO)
	Romanian/American Values	(Xcult Coord)
12:30 - 1:30	LUNCH	
1:30 - 3:00	Feedback	(LC)
3:00 - 3:15	BREAK	
3:15 - 5:00	Conflict Resolution	(PCMO)
5:00	Closing Activity	(TD)

TUESDAY, JUNE 4

9:00 - 9:15	Icebreaker	(LC)
9:15 - 10:30	PST Schedule Review	(TD)
	Documentation/ Coordinator Responsibilities	**(PTO,TD &PCAdmin)**
10:30 - 10:45	BREAK	
10:45 - 12:30	Trainee Assessment	(PTO & TD)
	SOW/Staff Assessment	
12:30 - 1:30	LUNCH	
1:30 - 4:30	Component Competencies/ Assessment	(Tech Coord)

WEDNESDAY, JUNE 5

9:00 - 10:30	Session Designs/ Objective Writing	(PTO)
10:30 - 10:45	BREAK	
10:45 - 11:45	Other PST Issues: •First days' schedule/ Coordinator involvement •PST dress •Computer training •Staff as a team	(ALL)
11:45	Wrap Up	

DEVELOPING SELECTION TOTS

PREPARING FOR A SELECTION TOT

Selection TOTs are workshops for applicants to be selected to work as language instructors in your PST. These TOTs offer a special challenge, since they combine teacher training and teacher selection. If you decide to use the Selection TOT format, you should review:

- these recommendations developed by Peace Corps Language Coordinators,
- the materials in Section 2 (Teacher Supervision) for information on teacher selection criteria and issues that need to be considered,
- the basic principles of sound training design.

WHY DO A SELECTION TOT?

Selection TOTs offer several benefits:

- First, the selection TOT gives you an opportunity to better assess the skills and qualifications of your future teachers, including their ability to work in a team. Teaching skills can not be assessed unless you see a person actually teaching which is why participants are expected to do micro-teaching at the selection TOT.
- Second, the selection TOT saves money because you don't pay the applicants during the time of the selection. (You justify this by explaining that Peace Corps gives them training.)
- Finally, the selection TOT is an excellent way to train the new training staff in areas in which the rest of the teaching staff has experience already. Later on you will bring all the teachers together for the final TOT.

TIPS FOR A SUCCESSFUL SELECTION TOT

- If applicants come from different parts of the country, you have to cover their transportation and accommodation expenses.
- It's nice if PC can provide coffee breaks and/or lunches for the participants as well. It costs little and shows that PC values the work of these people as PC future employees.
- You can use some of your experienced teachers as facilitators.

- At the end of the TOT, notify people that even if they are not selected, they may be contacted later in cases of need or if one of the other candidates withdraws.

SELECTION TOT: COMPONENTS AND RATIONALES

This description of the various components of a selection TOT and the rationales for using them was developed by Peace Corps Nepal to be used as part of the orientation for participants in a five-day selection TOT:

The PST is a live-in program. As such, demands on the staff's interpersonal skills become quite intense. In order for these interpersonal skills to surface during the recruitment stage, the qualifying training also has a live-in arrangement.
The Language Trainer's Screening Workshop (Selection TOT) is a five-day program to build participants' skills in teaching and to allow the Training Office and the Language Coordinator to assess the applicants in the following areas:

- Skills: Interpersonal communication
- Planning
- Presentation
- Teaching
- Leadership
- Attitude towards Peace Corps
- Professionalism
- Creativity
- Willingness to learn and be trained by Peace Corps
- Openness to feedback and willingness to give feedback
- Hard work and responsibility

To enable the language staff to assess the skills and other factors required of a Language Trainer, they are given opportunities that call for certain skills to be demonstrated by the applicants. These opportunities are described below.

LARGE/WHOLE GROUP SESSIONS

Rationale: In big group sessions, positive active participation becomes a measure of one's self assertiveness and leadership.
Objectives:

- To identify applicants who are self-initiating and have basic leadership skills
- To identify applicants who may need feedback on their lack of participation, and observe how feedback is received

SMALL GROUP DISCUSSIONS

Rationale: Small group discussions are intensely interactive. The members of the group are "pressured" to participate; the shy ones come out of their hiding places in the small group sessions; the aggressive ones are "pressured" to be more supportive of the others.
Objectives:

- To observe and assess the level of positive active participation of those identified as "Shy" in the big-group sessions

- To observe and assess supportive performance of those identified as self-initiators
- To assess communication skills and discussion skills

Activities:

- Form a small group discussion.
- Group-selected presenters report-out to the big group.
- Provide/get feedback on session content, relevance, participants' performance, facilitators' performance.

LANGUAGE TEACHING DEMONSTRATIONS

Rationale : Historically, Peace Corps language staff in Nepal has rarely included professional teachers. Most applicants are graduates of non-teaching degree programs such as economics, business, political science. Given this group of applicants, there is a need to provide opportunities for the applicants to demonstrate their natural aptitude and creativity in session planning and teaching.

Objectives:

- To assess applicants' aptitudes in planning and organizing teaching content
- To assess applicants' creativity in selection or designing teaching materials and activities
- To observe and assess applicants' confidence and self-image as reflected in the way he/she conducts the session
- To observe and assess applicants' openness to solicit and give feedback in a learning environment

Activities:

- Facilitators provide applicants with the necessary input for module plan and demonstration.
- Applicants conduct four demonstration language lessons.
- Applicants/facilitators/observers fill out evaluation forms for the demonstrations.

INDIVIDUAL INTERVIEWS

Rationale: The bottom line in staff recruitment is the individuals, their perceptions of the organization, and the job, their capabilities as these relate to job requirements, and their willingness to undergo rigorous training from the organization.

Objectives:

- To get the applicants' perception of Peace Corps, their jobs and their capabilities as relates to the job requirements
- To clarify issues that may still be confusing to the applicant at the point
- To check supervisors' perceptions of applicants' attitudes toward the organization, staff, and work

SAMPLES FROM THE FIELD

SAMPLE SELECTION TOT SCHEDULE

This schedule for a "Screening Workshop" (Selection TOT) was developed by Peace Corps Nepal.

SCREENING WORKSHOP GOALS

- To assess applicants' aptitudes in planning and organizing teaching content.
- To assess applicants' creativity in selecting or designing teaching materials and activities.
- To observe and assess applicants' confidence and self-image as reflected in the way they conduct sessions.
- To observe and assess applicants' openness to solicit and give feedback in a learning environment.
- To get the applicants' perception of Peace Corps, their jobs and their capabilities as related to the job requirements.

WORKSHOP SCHEDULE:

Sunday	
08:00	Leave from PC Office to Dhulikhel
09:00 - 10:30	Arrive at Dhulikhel Lodge/Settle-in/Tea/Coffee
10:30 - 11:00	Welcome / Introduction
11:00 - 11:30	A brief introduction to Peace Corps.
11:30 - 12:15	Goals, objectives of the qualifying training.
12:15 - 01:15	Lunch
01:15 - 02:00	How adults learn.
02:00 - 03:15	Peace Corps Language Training Program.
03:15 - 03:30	Break
03:30 - 04:45	Lesson Planning
04:45 - 05:30	Lesson Planning Topics Assignment
5:30	Free
7:30	Dinner

Monday	
07:00 - 07:45	Breakfast / Community meeting
07:45 - 08:00	Get ready for the day's activity
08:00 - 09:00	Lesson plan preparation
09:00 - 12:00	Ist round peer teaching
12:00 - 01:30	Lunch
01:30 - 02:30	Reflection of peer teaching
02:30 - 03:00	Break
03:00 - 04:00	Demo lesson/Processing
04:00 - 04:15	Tea break
04:15 - 05:00	Lesson planning Topics Assignment
05:00	Free
07:30	Dinner

Tuesday	
07:00 - 07:45	Breakfast / Community meeting
07:45 - 09:00	Lesson plan preparation
09:00 - 12:00	Peer teaching
12:00 - 01:30	Lunch
01:30 - 03:00	Feedback
03:00 - 03:15	Tea break
03:15 - 05:00	Demo class/Language acquisition approach
05:00 - -------	Next day lesson assignment.
05:30	Free
07:30	Dinner

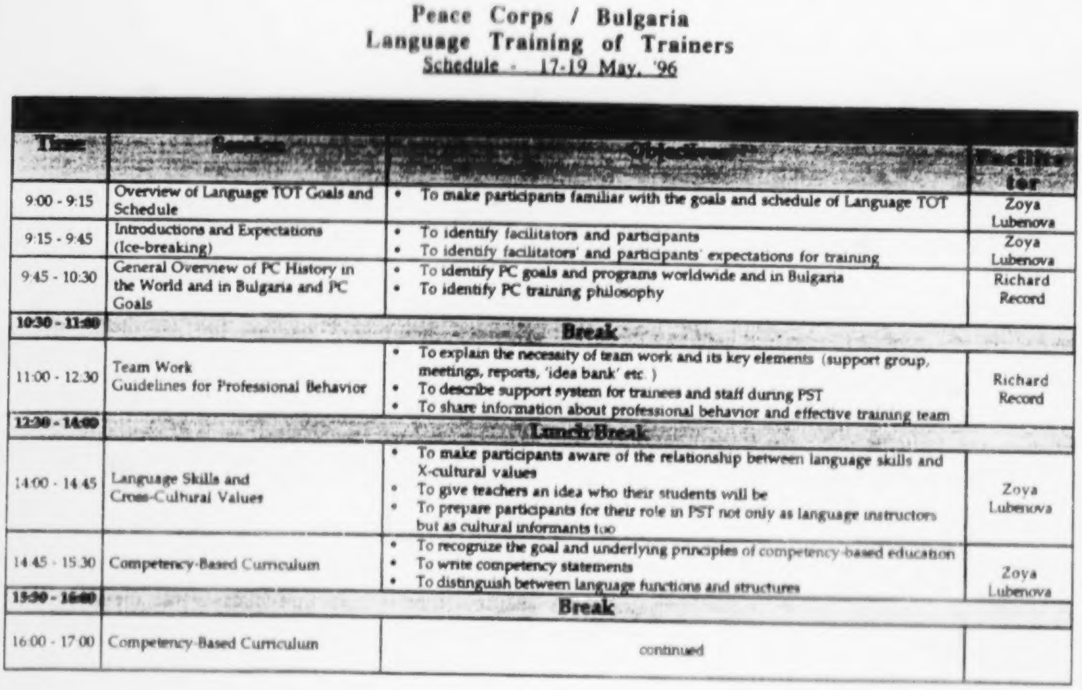
Wednesday	
07:00 - 07:45	Breakfast / Community meeting
07:45 - 08:30	Lesson plan preparation
08:30 - 11:30	Peer teaching
11:30 - 12:00	Reflection of peer teaching
12:00 - 01:00	Lunch
01:00 - 02:00	Professional Behavior Guideline.
02:00 - 02:30	Language acquisition (Review)
02:30 - 04:15	Learning style
04:15 - 04:30	Break
04:30 - 05:00	Lesson planning Topic Assignment
05:00	Free
07:30	Dinner

Thursday	
07:00 - 07:45	Breakfast / Community meeting
07:45 - 08:00	Get ready for Peer teaching
08:00 - 11:00	Peer teaching
11:00 - 11:40	Wrap-up /Evaluation
11:40 - 12:20	Individual meeting/Pack-up
12:20 - 01:20	Lunch
01:30 - -------	Leave for Kathmandu

SAMPLES FROM THE FIELD

COMBINATION SELECTION AND TEACHER TRAINING TOT

This schedule of a combination TOT, a three-day selection TOT, followed three weeks later by a two-day language instructors TOT was developed by Peace Corps Bulgaria.



Peace Corps / Bulgaria
Language Training of Trainers
Schedule - 17-19 May, '96

Time	Session	Objectives	Facilitator
9:00 - 9:15	Overview of Language TOT Goals and Schedule	• To make participants familiar with the goals and schedule of Language TOT	Zoya Lubenova
9:15 - 9:45	Introductions and Expectations (Ice-breaking)	• To identify facilitators and participants • To identify facilitators' and participants' expectations for training	Zoya Lubenova
9:45 - 10:30	General Overview of PC History in the World and in Bulgaria and PC Goals	• To identify PC goals and programs worldwide and in Bulgaria • To identify PC training philosophy	Richard Record
10:30 - 11:00		**Break**	
11:00 - 12:30	Team Work Guidelines for Professional Behavior	• To explain the necessity of team work and its key elements (support group, meetings, reports, 'idea bank' etc.) • To describe support system for trainees and staff during PST • To share information about professional behavior and effective training team	Richard Record
12:30 - 14:00		**Lunch Break**	
14:00 - 14:45	Language Skills and Cross-Cultural Values	• To make participants aware of the relationship between language skills and X-cultural values • To give teachers an idea who their students will be • To prepare participants for their role in PST not only as language instructors but as cultural informants too	Zoya Lubenova
14:45 - 15:30	Competency-Based Curriculum	• To recognize the goal and underlying principles of competency-based education • To write competency statements • To distinguish between language functions and structures	Zoya Lubenova
15:30 - 16:00		**Break**	
16:00 - 17:00	Competency-Based Curriculum	continued	

9:00 - 10:30	Adults As Learners	- To identify characteristics of adult language learners and the effects these characteristics have on language learning - To change language trainers' expectations of older adult learners - To focus on classroom strategies which can raise the confidence of the trainees and can assist them in taking the responsibility for their language training	Christina Tomova
10:30 - 11:00	Break		
11:00 - 12:30	- The Experiential Learning Cycle - Learning Modalities	- To describe key elements of experiential learning - To identify one's own dominant learning modality - To become familiar with observable characteristics of modality strengths - To identify which modality different classroom activities are most appropriate for	Zoya Lubenova
12:30 - 14:00	Lunch Break		
14:00 - 15:30	Learning Styles and Lesson Plans	- To help participants to assess their own learning style preference and understand implication of different learning styles in the language training program - To identify the major parts of a lesson plan and see how they correspond to the four different learning styles - To develop activities for a competency to specific learning styles - To plan a lesson which contains suitable activities for each learning style	Penka Novakova
15:30 - 16:00	Break		
16:00 - 17:00	Learning Styles and Lesson Plans	continued	
9:00 - 10:30	Micro-teaching	To have participants teach a micro-lesson through a wide variety of activities that capitalize on students' interests and concentrate on meaning rather than language form	Participants
10:30 - 11:00	Break		
11:00 - 12:30	Micro-teaching	continued	
12:30 - 14:00	Lunch Break		
14:00 - 15:00	TPR	- To recognize the goal and underlying principles of TPR - To identify the level of learners for which TPR is appropriate - To identify survival and technical competencies for which TPR is appropriate - To identify and analyze key steps in a TPR lesson - To plan and demonstrate how to use TPR by teaching a 10 minute lesson that includes TPR key steps	Penka Novakova
15:00 - 16:00	Micro-teaching	continued	

Peace Corps / Bulgaria
Language Training of Trainers
Schedule - 06 - 07 June '96

Time	Session	Objectives	Facilitator
9:00 - 9:45	Meeting the PST Project Director	- To clarify SOWs and Contracts of Language Instructors - To clarify logistics issues	Lane Bunkers
9:45 - 11:15	Grammar in the Competency-Based Curriculum	- To outline criteria for integrating grammar concerns into CBC (when and how to teach grammar in the communicative classroom)	Penka Novakova
11:15 - 11:45	Break		
11:45 - 12:30	Language Manual	- To present the language manual and explain strategies how to work with it	Zoya Lubenova
12:30 - 14:00	Lunch Break		
14:00 - 15:30	Error Correction How to give and receive feedback	- To recognize the principles underlying error correction - To identify when and how teachers should correct students' mistakes - To develop strategies for effective, motivating and stimulating error correction - To provide clues to guide students in responding to error correction - To find ways to develop Trainees' responsibility for checking and improving correctness	Zoya Lubenova
15:30 - 16:00	Break		
16:00 - 16:45	Early Production	- To recognize the goal and underlying principles of early production techniques - To identify key steps in early production techniques - To identify questioning strategies that allow students to comprehend before producing the target language - To plan and demonstrate how to use Early production by teaching a 15 minute lesson	Aneta Dimitrova
16:45 - 17:30	Dialogue / Drill	- To recognize the goal and underlying principles of the dialogue/drill technique - To identify key steps in the dialogue/drill technique - To model the dialogue for the students - To provide cues for eliciting the dialogue - To select meaningful segments for repetition practice - To develop drills to practice pronunciation, vocabulary, structure, and student-to-student communication	Aneta Dimitrova
9:00 - 10:30	Teaching Speaking	- To introduce different approaches to teaching speaking that will enhance learner's participation, fluency, confidence and communication strategies - To discuss different obstacles in learning to speak a foreign language and ways to overcome them - To familiarize participants with strategies for teaching pronunciation	Dora Trifonova Mila Tasseva
10:30 - 11:15	Information Gap	- To recognize the goal and underlying principles of the information gap technique - To identify key steps in the information gap technique - To set up an information gap activity - To identify strategies to provide different information to different students to fill the information gap	Mila Tasseva
11:15 - 11:45	Break		
11:45 - 12:30	Role Play	- To recognize the goal and underlying principles of the role play technique - To identify key steps in the role play technique - To elicit a model for the role play technique - To identify strategies to provide opportunities for students to expand the model using different vocabulary and structures	Milena Georgieva
12:30 - 14:00	Lunch Break		
14:00 - 15:30	Evaluation during PST	- To describe evaluation techniques in the Competency-Based Curriculum - To decide when to use a certain technique - To design evaluation activities	Zoya Lubenova
15:30 - 16:00	Break		
16:00 - 17:00	Focused Listening	To recognize the goal and underlying principles in teaching listening To identify key steps in teaching listening To develop exercises that require the listener to respond with an action To provide clues to guide students in responding to listening tasks	Dora Trifonova

HOW TO DO IT

"GENERIC" LANGUAGE TOT: GOALS, SCHEDULES AND TRAINING DESIGNS

THE "GENERIC" LANGUAGE TOT

The most common kind of TOT usually involves both new and experienced teachers. We include here a sample schedule and sample session designs for sessions that commonly make up the major part of a generic, mixed-level TOT, though the emphasis is on orienting new teachers to basic concpets and skills needed in PC language programs.

GOALS FOR A GENERIC TOT

Goals of your TOT will vary according the specific needs and conditions of your post. However, the goals listed below, which were developed for a TOT for beginning teachers in Suriname, show the general range of things that need to be accomplished in most TOTs. If you have a full group of teachers with previous experience in Peace Corps language training, you will need to adapt these.

- Participants will become familiar with the goals of Peace Corps language training.
- Participants will become familiar with competency-based curricula, learning styles, learning strategies and other areas based on adult learning theory.
- Participants will study, practice, and demonstrate a variety of teaching methods compatible with competency-based language instruction.
- Participants will become familiar with evaluation and testing techniques.

TEN-DAY GENERIC TOT DESIGN

This generic TOT design was developed for new language programs, but is still used, in adapted form, by most posts for new teachers. It is offered as a suggestion. The actual time spent on any staff training area should be a function of the needs of a particular TOT staff group. Adjust session times according to your own needs.

WEEK ONE

MORNINGS Introduction to Peace Corps and P.C. language programs	Adult Learning Theory and Competency-based curriculum	Total Physical Response	Pre-production and early production activities (controlled questioning)	Micro teaching (cont.)
AFTERNOONS Modalities, Learning styles and Lesson Plans	Introduction to language texts	Prepare lesson, practice micro-teaching and giving feedback	Micro-teaching among language groups.	Giving/receiving Feedback Mid-TOT Feedback

WEEK TWO

MORNINGS Dialogs and Charts	Charts (from dialogs) and Information Gap	Role plays	Grammar instruction	Revision of lesson plans Assessment: principles and application
AFTERNOONS Writing dialogs and Micro-teaching	Creating activities and micro teaching	Community contact assignments	Creating a lesson: Putting it all together	Wrap up TOT Evaluation

DESCRIPTIONS OF COMMON SESSIONS FOR LANGUAGE TOTS

The following sections contain detailed session descriptions for the most commonly included sessions for a "generic" language TOT Each session design includes a statement of objectives, the amount of time needed, a detailed description of the session activities, suggestions for possible variation, and a list of supplementary materials that are needed. Those materials (handouts, flipcharts, visuals, etc.) are included at the end of each session plan.

SAMPLE SESSION PLAN

1. INTRODUCTION TO PEACE CORPS

OBJECTIVES	To state PC goals. To become familiar with PC history and organization.
MINIMUM TIME:	45 minutes
ACTIVITIES DESCRIPTION	1. Begin by asking participants what they know or have heard about Peace Corps already. Put some of their comments on a flip chart. 2. Ask them to read the handout on Peace Corps and to try to answer the questions on the quiz. 3. After about 15-20 minutes, have pairs compare answers and then review together, item by item. 4. Discuss more fully items on the quiz that are important for your post or with your particular group of participants. Revise question 15 on the quiz to make it relevant to your region.
OTHER SUGGESTIONS	If there is a video of PCVs at your post or other suitable video resource, use that. A panel of staff and PCVs can be useful, too.
HANDOUTS/VISUALS	• Flip chart with three PC goals • Reading "What Is Peace Corps?" • Quiz on Peace Corps • Brochures or videos as available and appropriate

WHAT IS PEACE CORPS?

WHAT IS PEACE CORPS?

Since 1961, Peace Corps Volunteers have been sharing their skills and energies with people in the developing world. They are helping these people learn new ways to fight hunger, disease, poverty, and lack of opportunity. In return, Volunteers are seeing themselves, their country, and the world from a new perspective.

It is a world that has changed dramatically since John F. Kennedy issued an Executive Order to create the Peace Corps on March 1, 1961. Over 150,000 Americans have been Peace Corps Volunteers since it began. At the invitation of host governments, Volunteers have served in more than 100 countries. The Peace Corps is the only American government agency that places its people--the Volunteers--in communities to live and work directly with the people of developing nations.

Today approximately 7,000 Volunteers are working in over 90 countries. They spend two years of their lives working directly with the people of those nations to make life better.

WHAT ARE THE THREE GOALS OF PEACE CORPS?

The Peace Corps was created to promote world peace and friendship. Specifically, its goals are:

- To help the people of interested countries meet their need for trained men and women.
- To help promote a better understanding of the American people on the part of the people served.
- To promote a better understanding of other people on the part of the American people.

WHO ARE PEACE CORPS VOLUNTEERS?

The Peace Corps Volunteers are men and women with dozens of different skills. Three to five years of work experience and/or a college degree are required--as is a serious commitment to help. Specifically, Peace Corps Volunteers have backgrounds as: agriculturalists, natural resource managers (foresters), teacher trainers, liberal arts generalists, fishery specialists, engineers, business people, nurses and other health professionals, home economists, skilled trades people, and educators.

Any healthy adult U.S. citizen is eligible for consideration. Volunteers come from all ethnic backgrounds and may be any age from 19 to 90. There is no age limit for serving. Married couples may serve as Volunteers if both can work and are qualified.

WHAT DOES PEACE CORPS REQUIRE FOR LANGUAGE LEARNING?

For many assignments, a language other than English is required. The U.S. law that established the Peace Corps states that Volunteers must learn the language sufficiently to carry out their work. Since previous knowledge of another language is not required of applicants, Peace Corps provides intensive language training for new Volunteers.

WHAT DO PEACE CORPS VOLUNTEERS DO?

Volunteers work for their host country government department, agency, or organization. They are supervised by and work with host country nationals. They are subject to local laws.

A living allowance in the local currency is issued to Volunteers to cover housing, food, essentials, and a little extra spending money. When service is completed, Volunteers receive a small readjustment allowance to help them resettle in the U.S. Although no one becomes wealthy as a Peace Corps Volunteer, most former Volunteers say that it is one of the most significant experiences in their lives.

THE THREE GOALS OF PEACE CORPS

1. **TO HELP THE PEOPLE OF INTERESTED COUNTRIES MEET THEIR NEEDS FOR TRAINED MEN AND WOMEN.**
2. **TO HELP PROMOTE A BETTER UNDERSTANDING OF THE AMERICAN PEOPLE ON THE PART OF THE PEOPLE SERVED**
3. **TO PROMOTE A BETTER UNDERSTANDING OF OTHER PEOPLE ON THE PART OF THE AMERICAN PEOPLE.**

WHAT DO YOU KNOW ABOUT PEACE CORPS?

True or False:

_____1. Peace Corps is a U.N. Agency.
_____2. Peace Corps goes to a country only if invited by that country's government.
_____3. Peace Corps began in response to the breakup of the Soviet Union.
_____4. Peace Corps is at work in over 90 countries.
_____5. The main role of Peace Corps is to spread democracy and capitalism.
_____6. A Volunteer might be young, old, single, married, and from any race or ethnic group.
_____7. A Volunteer earns a large salary.
_____8. A Volunteer agrees to serve for two years.

Multiple Choice:

9. Peace Corps began under President _______in 19 ___.
___Bush, ___Carter, ___Nixon, ___Kennedy ___61, ___69, ___77, ___ _____89.

10. Peace Corps is a _____organization.
____religious, ____intelligence, ____voluntary, ____business

11. Volunteers don't work as______.
____nurses, ____politicians, ____teachers, ____foresters.

12. A Volunteer gathers information for
____churches, ____embassies, ____Coca Cola,____none of the preceding.

13. A Volunteer is accepted by Peace Corps based on .
____technical qualifications, ____commitment to international understanding,
_______good health, ____all of the above.

14. A Volunteer is someone who wants to _____.
____make money, ____find a spouse, ____enjoy the good life, ____serve others.

Fill in the blanks:

15. Name European countries where Peace Corps has started programs since 1990: _____________, _____________, _______________.

16. A Volunteer might face adjustment problems with climate, communications, transportation, clothing, food, ___________________and _______________.

17. How can we help orient and train Volunteers to adjust to life and work in your country?

18. Besides being accountable to themselves, to whom else should the Volunteers be accountable?
_______________, _______________, ______________.

19. One of the goals of Peace Corps is to help Americans to understand and appreciate your country better. What would you want Americans to know about your people and your country?

20. How would you say Peace Corps Volunteers could serve your country best?

What questions do you have about Peace Corps?

ANSWER KEY

WHAT DO YOU KNOW ABOUT PEACE CORPS?

True or False:

___F___1. Peace Corps is a U.N. Agency.
___T___2. Peace Corps goes to a country only if invited by that country's government.
___F___3. Peace Corps began in response to the breakup of the Soviet Union.
___T___4. Peace Corps is at work in over 90 countries.
___F___5. The main role of Peace Corps is to spread democracy and capitalism.
___T___6. A Volunteer might be young, old, single, married, and from any race or ethnic group.
___F___7. A Volunteer earns a large salary.
___T___8. A Volunteer agrees to serve for two years.

Multiple Choice:

9. Peace Corps began under President _______in 19 ___.
____Bush, ____Carter, ____Nixon, __X__Kennedy __X__61, ___69, ___77, ___89

10. Peace Corps is a _____organization.
____religious, ____intelligence, __X__voluntary, ____business

11. Volunteers don't work as______.
____nurses, __X__politicians, ____teachers, ____foresters

12. A Volunteer gathers information for
____churches, ____embassies, ____Coca Cola,__X__none of the preceding

13. A Volunteer is accepted by Peace Corps based on _____.
____technical qualifications, ____commitment to international understanding, ____good health, __X__all of the above

14. A Volunteer is someone who wants to _____.
____make money, ____find a spouse, ____enjoy the good life, __X__serve others.

Fill in the blanks:

15. Name European countries where Peace Corps has started programs since 1990:
MOLDOVA , ALBANIA, UKRAINE, RUSSIA , ROMANIA POLAND CZECH REPUBLIC, SLOVAKIA, ESTONIA, LITHUANIA, LATVIA , HUNGARY .

16. A Volunteer might face adjustment problems with climate, communications, transportation, clothing, food, **WORK** and **CULTURAL ADJUSTMENT**

17. How can we help orient and train Volunteers to adjust to life and work in your country?
BY TEACHING ABOUT LANGUAGE AND CROSS-CULTURAL DIFFERENCES

18. Besides being accountable to themselves, to whom else should the Volunteers be accountable?
HOST COUNTRY SUPERVISORS, COUNTERPARTS , PEACE CORPS.

19. One of the goals of Peace Corps is to help Americans to understand and appreciate your country better. What would you want Americans to know about your people and your country?

20. How would you say Peace Corps Volunteers could serve your country best?

What questions do you have about Peace Corps?

SAMPLE SESSION PLAN

2. INTRODUCTION TO PEACE CORPS LANGUAGE PROGRAMS

OBJECTIVE	To identify goals and principles of PC language programs
MINIMUM TIME:	30 Minutes
ACTIVITIES DESCRIPTION	1. Have participants read this two-page statement of language program goals and principles. 2. Have a whole group discussion contrasting Peace Corps goals with those of an academic language program, or the kind of program most participants are familiar with.
OTHER SUGGESTIONS	• Revise the general handout so that it is more clearly about your language program. Distribute this handout ahead of time and ask participants to read it before coming to the TOT. • Prepare a list of discussion questions based on the reading and have participants select ones that interest them. You could also do a jigsaw activity, dividing responsibility for different sections of this document among pairs of participants, asking them to summarize their portion for the others. • With more experienced language instructors, you can all review the reading and evaluate the language program in terms of the three language training goals, discussing what measures to use in order to make these judgments.
HANDOUTS/VISUALS	• Goals of your language program on a flipchart • Readings: Peace Corps Language Program Goals and Principles.

Peace Corps Language Training

- **Goals** Peace Corps language training has three kinds of goals: achievement of competencies, proficiency level attainment, and language learning skills development. First, Peace Corps language training aims to provide Trainees and Volunteers with the specific competencies that are required in their living and work situations. These competencies, determined through ongoing needs assessments, comprise many of the objectives of the language training curriculum during Pre-Service Training. Second, Peace Corps language training in many countries helps Trainees reach a minimum proficiency level as part of the requirements for being sworn in as Volunteers. Attainment of oral proficiency is measured by a standard oral proficiency interview conducted by trained testers. Third, recognizing that language learning is a long-term process, Peace Corps promotes the development of continuing language learning skills during Pre-Service Training. After swearing in, Volunteers manage their continued language development by employing language learning strategies, working with tutors, and using self-study materials.

- **Methods** The competency-based approach has been adopted for Peace Corps language program curricula worldwide because it bases the language program content on learners' needs. However, the competency-based approach does not dictate any single method of teaching. Because there is no single best way to learn a language and because learners have many different learning styles, Peace Corps does not endorse any one methodology for language teaching. Basically, instructors should employ a variety of methods, based on the most recent professional standards. Current training of Peace Corps language teachers includes methods and techniques based on the Natural Approach, the Communicative Approach, and elements from the Audio-Lingual method.

- **Listening first.** For beginning level learners, sessions early in PST and introductory portions of most lessons in the PST should emphasize listening skills, not forcing learners to repeat new material immediately. Students should be required at times to listen to new material without being able to see it written out. This will help them avoid becoming too dependent on the written form of the new language. Learners need to develop an ear for the sounds of the new language. During the course of the PST, the emphasis on speaking and writing may increase.

- **Reading.** Educated Americans are used to learning through print material and will not be satisfied with speaking and listening activities only. Although lessons should emphasize the speaking and listening skills our learners need to master most, instructors should also include reading and writing activities that support the oral lessons. Worksheets and other writing exercises can be given for homework from the very start. For many languages, developing reading skills is key for Volunteers to continue to learn the language.

- **Variety within an organized lesson.** Lessons should contain a variety of activities in order to appeal to different learning styles. This variety should be provided in a four-step sequence of activities which reflect current understanding of adult learning and of language acquisition. First, lessons should begin with non-stressful review and warm-up activities which focus learners on previously studied material in a personal, enjoyable way. Second, the lesson should proceed to introducing new material, relating it to previously learned items and to the students' needs. Third, and most important, the lesson should engage learners in extensive practice with the new material. Finally, there should be an attempt to have the learners use the new language in a creative way, using or simulating outside the classroom settings. Lessons should progress from activities which the teacher dominates or controls to activities in which the learners have more control over choices, setting their own pace and deciding what they will say. Students must progress beyond simple repetition of pre-formulated dialogs.

- **Grammar.** Grammar is an important aspect of the language program, but it is not the overriding goal of the program to produce speakers who can explain their new language in terms of its systems. Rather, grammar explanations and practice activities (drills and written exercises) should be linked to the real-life purposes for which the student is learning the language, what we are calling the competencies. Grammatical accuracy is more important as students' proficiency increases and as more formal contexts are treated, e.g., introducing oneself at a meeting. Instructors need to provide students with *practice* with structures. Students can consult grammar reference materials for explanations in English.

- **Learner responsibility.** Peace Corps encourages learners to take an active role in their learning through keeping language notebooks, discussing their learning with their instructors, and monitoring their own progress on competency checksheets. Learners should consciously attempt to develop and use a variety of strategies in their language learning, and Peace Corps has developed materials to help them in this effort.

SAMPLE SESSION PLAN

3. LEARNING MODALITIES

OBJECTIVES

To identify one's dominant modality
To identify teaching activities for each modality

MINIMUM TIME

One hour

ACTIVITIES DESCRIPTION

1. Begin by asking participants as a group how they prefer receiving directions to a place in a city: by using a good, detailed map OR by discussing the route with someone OR by having someone lead them part of the way to the destination. Which way helps them the most?
2. Next, put up a modalities grid flipchart with pictures for each column heading: an eye, an ear, and a hand.
Lead participants through the first row of the chart and discuss whether their **dominant** modality might be visual, oral or kinesthetic. Then ask them to look at the next two rows, explaining as necessary. Ask them to decide which is their dominant modality.
3. Post pieces of flip chart paper in three corners of the room (or unfurl those you have placed there ahead of time). One has an eye at the top, another an ear and the third, a hand. Ask participants to go to the chart that reflects their dominant modality.
4. Distribute marking pens and ask groups to list language learning and teaching activities that most appeal to their dominant modality. After ten minutes, ask a spokesperson to list the activities their group has identified. This should yield some idea of the range of language teaching techniques they may be familiar with.
5. Summarize with the point that lessons need to include activities that appeal to the full range of modalities, not just those favored by the teacher.

NOTE: Usually most participants are "visual," and you may want to discuss why this might be so--the kind of learning required in school, etc.

OTHER SUGGESTIONS You may ask participants to label themselves, using stickers with an eye, ear or hand to keep everyone aware of the differences throughout the workshop.

HANDOUTS/VISUALS Chart for Modalities

Chart for Modalities

	Visual	**Auditory**	**Kinesthetic**
Preferred free-time activities	• painting • visiting museums and galleries • sightseeing • watching sports	• attending concerts • listening to the radio or recordings • singing	• building things, sewing • dancing • playing sports and games • acting in plays
Preferred way to learn to use a computer or repair an automobile engine	• looking at diagrams and charts • reading the manufacturer's manual • observing someone else	• hearing a clear explanation • following step-by-step spoken instructions	• experimenting with tools • doing problem-solving exercises with the equipment • just trying things out
Favorite aspects of workshops or training sessions	• lots of handouts • clear posters and diagrams • watching demonstrations	• good lectures • conversing with others • question/answer sessions • listening to panel discussions	• activities or games with physical movement • the opportunity to make things or practice a skill • doing a role play or demonstration

SAMPLE SESSION PLAN

4. FROM LEARNING STYLES TO LESSON PLANS

OBJECTIVES

To identify one's own learning style
To identify different activities for each type of learner
To relate styles to lesson plan in 4-Mat system

ACTIVITIES DESCRIPTION

1. Refer back to the modalities session, noting that in that session we were looking at general ways of learning, emphasizing the physical senses of sight, hearing and touch. Learning is very complex and involves mental and emotional factors as well. In the quiz that participants are about to take, they should think of themselves as learners. Ask them to recall a recent experience of learning something new.
2. Distribute the quiz booklet, and work through the first item together. The final scores indicate whether the participant's preferred learning style is: feeling (Active Experimentation), watching (Reflective Observation), thinking (Abstract Conceptualization), or doing (Concrete Experience).
3. Discuss the four preferences, (which may be further differentiated as types of perceptions and processes, depending on how sophisticated an analysis you want to pursue). Note that no single style is inherently superior to another.
4. If time and participants' backgrounds permit, each quadrant can be discussed as a separate learning style resulting from the two separate perception/processing axes: Feeling +Watching=Imaginative, Watching+Thinking=Analytic, Thinking+Doing=Common Sense, and Doing+Feeling=Dynamic.
5. Participants may want to discuss how their quiz results reflect their teaching styles as well as their learning styles. Question: What does this variety of learning styles mean for language lessons? Present the idea of moving around the circle within a lesson plan, or over a sequence of lessons, moving in the following sequence (Use a poster or transparency to present the sequence as a circle divided into four quadrants).

6. Brainstorm classroom activities that fit each quadrant--or go over the Sample Activities page in the handout. Talk about sessions in the workshop thus far to see how they compare with this lesson planning scheme.

7. Discuss whether it would be a good idea to give this learning style quiz to Peace Corps Trainees. (Peace Corps Philippines uses a learning style inventory, but doesn't do it until the Trainees have been in language classes for a week or so.) It should be mentioned that instructors may need to disagree with Trainees who use "learning style" as a reason for non-participation in activities or for being overly critical of lessons. Although we all have preferred learning styles, it is to our benefit as learners to expand our range of approaches to learning. Learning style quizzes and inventories may help us recognize tendencies, but our styles shift depending on the task, how much we know about a subject and other factors.

8. Note that many sessions in the TOT will follow the 4-step sequence and participants should keep in mind the needs of different kinds of learners.

OTHER SUGGESTIONS Distribute the booklet ahead of time and have participants fill out the quiz before coming to the session.

HANDOUTS/VISUALS

- Handout on Learning Styles--quiz and additional materials
- Lesson Plan Outline for a flipchart

Learning Styles Inventory

Put a check mark next to the statements that best describe you as a language learner:

Learning Style 1

1. When I learn, I want the subject to be directly related to my life.
2. I like to discuss opinions with others while I learn.
3. I like to hear the teacher tell a story or to watch a video in the new language.
4. It helps me to hear a lot of examples of a new language item at first.
5. Outside class, I like listening to groups of people talking in shops, at a social event, or just hanging out.
6. Listening to the radio, watching movies or TV are things that help me learn.

Learning Style 2

1. I like the teacher to let me find my mistakes.
2. I want to write things down in my notebook.
3. I like to study alone.
4. I like to study grammar, both in class and at home.
5. It is important to me that lessons are presented logically and clearly.
6. Diagrams, tables and charts help me learn.

Learning Style 3

1. I like to learn by doing practice exercises.
2. I prefer lessons that help me solve communication problems I am having.
3. I like doing role plays in class to help me prepare for interactions outside.
4. Playing games and working on puzzles help me remember material.
5. I like the teacher to give me problems to work on.
6. I enjoy practicing questions and answers with a learning partner.

Learning Style 4

1. I like working with a group to create a newspaper or perform a play.
2. I like independent projects.
3. I like interviewing people for a survey.
4. I like organizing field trips.
5. I like to learn a skill, such as dancing or a craft, with members of the community.
6. I like to share my own songs and stories with others.

Add up the number of check marks in each of the four Learning Style types. Which is your most preferred learning style? Which is next most preferred? Read more about each learning style on the next page.

CONCRETE EXPERIENCE

DYNAMIC

Type. Four: "Dynamic Learners"

* combine doing and feeling
* seek hidden possibilities
* judge things by first impressions
* function by synthesizing various parts
* enjoy challenging complacency
* are enthusiastic and adventuresome
* tend to disregard authority

ACTIVE

IMAGINATIVE

Type One: "Imaginative Learners"

* combine feeling and reflective observation
* seek personal meaning
* judge things in relationship to values
* function through social interaction
* want to make the world a better place
* are cooperative and sociable
* respect authority when it is earned

REFLECTIVE

EXPERIMENTATION

OBSERVATION

COMMON SENSE

Type Three: "Common Sense Learners"
* combine analysis and doing
* seek solutions to problems
* judge things by their usefulness
* function through kinesthetic awareness
* want to make things happen
* are practical and straightforward
* see authority as necessary, but will work around it if forced

ANALYTIC

Type Two: "Analytic Learners"
* combine observation and analysis
*seek intellectual competence
* judge things by factual verification
* function by adapting to experts
* need to know "the important things" and want to add to the working knowledge
* are patient and reflective
* prefer chain of command authority

ABSTRACT CONCEPTUALIZATION

Lesson Plan

4

APPLICATION

The last quadrant is the "Application" stage of the lesson. Here the students can use what they have been practicing in new, more "real" situations. The learners who enjoy this lesson stage most like creating and exploring possibilities for applying what they have acquired, especially if it will have an impact on their lives or the community. This is a vital part of the lesson since it is here that students show they have internalized the new material and can discover the answer to their question, ***What if...?***

1

MOTIVATION

The first quadrant addresses the needs of those students who must become personally involved in the lesson. These students need to see how the material they will be learning is relevant to them--how it relates to their lives and to knowledge they already have. This quadrant is labeled "Motivation" since this part of the lesson provides the experience that demonstrates the purpose of the lesson, answering the question, ***Why?***

3

PRACTICE

The third quadrant is the "Practice" part of the lesson. It is essential that the students practice and understand what was presented in the information stage. Students need a variety of exercises and activities to try out what they have learned in order to make it more understandable. In this part of the lesson, students are discovering the answer to the question, ***How does this work?***

2

INFORMATION

The second quadrant, "Information," is designed for students who are interested in gaining new knowledge and who want the concepts as presented in texts and by researchers. This is an integral part for the presentation of the new material in the lesson. It answers the learners' question of ***What*** the new information or skill is.

SAMPLE ACTIVITIES
4MAT LESSON PLAN
(INTERMEDIATE/ADVANCED LEVEL)

APPLICATION

- Writing letters
- Organizing theme programs
- Making posters and displays
- Organizing games
- Sharing original poems, songs, stories, reports
- Giving speeches
- Participating in scenarios, skits, or plays
- Participating in debates
- Publishing student work
- Organizing field trips
- Conducting and reporting on interviews
- Conducting and reporting on surveys

MOTIVATION

- Discussing personal experiences
- Discussing an item
- Looking at pictures, drawings, posters, videos
- Brainstorming
- Free writing about a topic
- Listening to a tape
- Singing a song
- Interviewing a guest
- Watching a role play or skit
- Reading an excerpt from a book
  - a short magazine article
  - a short story/poem
- Sharing a model or sample assignment
- Interview/survey/research (link from previous lesson)

PRACTICE

- Practical, meaningful exercises
- Formulating questions for others to answer
- Exercises requiring critical thinking skills (comparing, contrasting, judging, generalizing, prioritizing)
- Writing, revising, editing
- Multiple choice/matching
- Pair or group discussions
- Project planning
- Case studies
- Cloze exercises
- Completing and practicing role plays
- Completing comics or cartoons
- Making diagrams, tables, and charts

INFORMATION

- Deductive analyses
- Lectures
- Notetaking
- Controlled Drills (Audio-Lingual Method)
- Cultural Notes
- Silent Reading
- Controlled exercises (Audio-Lingual Method)
- Grammar/Translation
- Dictations
- Analyses of diagrams, tables, and charts

Mary Jo Larson, Peace Corps

REACHING ALL LEARNING STYLES IN A LESSON PLAN

1. Motivation: Warm-Up/Review/Introduction (for feelers & watchers)
   - Create the experience
   - Reflect on the experience

2. Presentation/Information (for thinkers & watchers)
   - Integrate reflections into concepts
   - Present and develop theories and concepts

3. Practice (for thinkers & doers)
   - Practice and reinforce new information
   - Personalize the information

4. Application (for feelers & doers)
   - Develop a plan for applying new concepts
   - Do it and share with others

SAMPLE SESSION PLAN

5. ADULT LEARNING THEORY/CBC

OBJECTIVES

To identify the characteristics of a competency-based curriculum (CBC) and explain why it is appropriate for PC language training

MINIMUM TIME

One hour

ACTIVITIES DESCRIPTION

Session Delivery Strategies:
- Mini-lecture
- Guided discussions
- Video with a competency-based lesson
- Handout on CBC
- Discussion comparing CBC to a more traditional approach

1. Participants brainstorm the question: When you studied English (or any other foreign language) for the first time, what did you hope to be able to do? Possible responses:
- to converse with English speakers,
- to correspond with a friend in an English-speaking country,
- to understand British or American films or TV shows,
- to be able to read academic materials.

You were probably eager to find ways to adapt your classroom study to your purposes.

What makes a language learning effort worthwhile? We believe that language learning should foster communicative competence, i.e. using language in ways that fit the social and cultural context.

Competencies (= "life skills") - The repertoire of verbal and associated behavior that a person needs to perform the tasks of daily life; the successful performance of a set of behaviors. If a person needs a competency to do a certain function, say, buy a bus ticket, the objective is for the learner to actually buy the ticket.

A Language Function - Something we do by using words. Examples: asking for and giving information, accepting an offering, expressing surprise or approval, apologizing, suggesting a course of action, meeting people, expressing and finding out emotional/moral/intellectual attitudes, getting things done, socializing

2. Facilitator gives a lecture on the CBC development cycle. Put the four cycle steps on a flip chart to illustrate as you proceed.

Lecturette Notes: Stages of CBC design:

1. Needs Assessment: identifying life areas requiring language skills for surviving in a new culture.

2. Organizing Curriculum:

A. Sequencing topics and competencies, forming training objectives;

B. Breaking down the competencies into the 4 language skills and determine the vocab. and structures, as well as the cultural features needed; (CULTURE: A CBC by definition includes culture. Noting cultural points before planning lessons, will help a teacher remember to include all the extra-linguistic aspects of a culture).

C. Analyzing the grammar for level of difficulty and group the competencies together by level, which allows them to be introduced and then reintroduced at successively higher levels of difficulty.

3. Target Instruction / Writing Lesson Plans: - stages of the lesson + activities >using and applying your knowledge of learning strategies and styles, the 4 language skills, older learners, teaching methods.

4. Evaluation: Actual performance in a real-life situation would be the ideal measure of competency.

Identifying

- criteria to check:
    - comprehension
    - achievement
    - progress
- modalities to evaluate:
    - class performance
    - simulations
    - self-evaluation
    - field trips
    - questionnaire
    - interview

Guiding Principles:

1. The goal of CBC is successful communication.

2. Language practice should be meaningful; communicative and situationally based. "Real" language should be emphasized.

3. Language occurs within a social context. Extralinguistic features of the target culture, such as gestures and eye contact, can also be addressed.

4. Teaching grammar and pronunciation can easily be incorporated.

5. Frequently, the language which students need to comprehend is different from what they need to speak or write. Not all the language needs to be produced. Some words, phrases, or sentences, should be taught for listening (or reading) only.
6. Language should be spiraled and reviewed.
7. The number of items presented must be carefully determined. No more than 9 language items should be emphasized at any one time. Grammatical complexity and vocabulary should be adapted to the ability of the student to avoid excessive frustration.
8. Moving from the known to the unknown facilitates learning. Students should practice the language in situations familiar to them first. Then the same topics will be revisited in less familiar situations.
9. Instruction should focus on individual needs as much as possible. If they do need certain competencies included in the curriculum, these should be deleted. Also, Ss should focus on language they themselves need, rather than what a classmate needs. (Ex. Each PCV should be able to describe his/her own past work experience, but not the work experience of other PCVs)
10. Not everything has to be or should be fixed. The curriculum is designed to ensure maximum flexibility. Teachers must constantly assess their Ss' ability to go beyond the minimum.
11. Competency-based language instruction allows for the use of a variety of methods, materials and techniques. Since learners have individual learning styles, a variety of auditory, visual or physically active tasks should be included in a given lesson.

3. Follow-up Discussion:
- life skills more important than linguistic skills
- topic - the first consideration after identifying the needs; types of topics - social, survival, technical
- competency - what the learner will be able to do with the language of the topic (measurable)

Ex. Topic: Food
Competencies:
- be able to refuse politely: Thank you, I've had enough.
- be able to ask about taste: Excuse me, is it bitter or sweet?

4. Write a few competencies on a flip chart and participants analyze them.
5. Participants brainstorm a list of structures that could go with the competencies.
6. Discussions: The place of language in a CBC:
- structure
- vocabulary
- cultural notes / aspect

7. Conclusion:
- CBC is a performance-based outline of language tasks.
- This is a curriculum which supports a Communicative approach to language teaching.
- For most PCVs, the emphasis is on speaking and listening.

TOPIC > COMPETENCY > SKILL > LANGUAGE COMPONENT

- The four skills are involved - speaking, listening, reading, writing.

Distribute handout: *CBC Introduction.*

8. Ask participants how the teacher may promote communicative competence in the classroom and at the end of the discussion shows transparency *Summary of Ways To Promote Communicative Competence.*
9. Assignment for homework: Participants are given 2 topics and are asked to write out 4 or 5 competencies for each of it and the cultural aspects that they think should be taught alongside with them.

OTHER SUGGESTIONS

- Assign the reading as homework the night before and then begin with the T/F Quiz.
- Begin by showing a video of a competency-based lesson and have participants analyze it in terms of the goal of the lesson, atmosphere in the classroom, error correction, student activities, teacher role, and language content. Then compare that to a more traditional grammar-focused class.

HANDOUTS/VISUALS

- CBC Quiz,
- CBC Introduction,
- Flipchart: Ways To Promote Communicative Competence

COMPETENCY-BASED LANGUAGE TRAINING: AN INTRODUCTION

Peace Corps has adopted the competency-based approach for its language training programs world-wide. This introduction will first take a look at why this approach was adopted, explaining the benefits of a competency-based approach to curriculum design in a language program. Next, there is a description of the components of the competency-based curriculum and the process involved in its development. Finally, there is a summary of how language testing is carried out in this kind of language program.

1. A Rationale for the Competency-Based Approach

A competency-based approach to language training is one which focuses on the specific tasks that learners will need to accomplish through language. This approach focuses not only on language, but also on the cultural context and purpose of the communication. Some competencies are closely tied to work tasks, such as reporting an absence, explaining a procedure, or making an appointment with a supervisor. Others reflect basic survival needs like buying food, handling emergencies, and using local transportation. Still other competencies are part of ordinary social transactions, such as discussing home and family, requesting clarification, or expressing likes and dislikes. The competencies included in Peace Corps Pre-Service Training (PST) are those which Peace Corps Volunteers will need most during their initial months in the country.

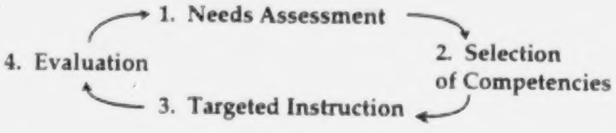
The competency-based approach is particularly well-suited to adult learners, who bring many advantages to the language classroom. First, they are experienced learners whose cognitive skills are fully developed. This means they can make generalizations, understand semantic and syntactic relationships and integrate the new language into their already developed first language. Second, adult learners are self-directed and independent. They have strong feelings about how and what they need to learn, and they take responsibility for that learning. Finally, adult learners—especially Peace Corps Volunteers—are highly motivated. They understand the importance of being able to communicate in the new language in this new endeavor they have undertaken.

The competency-based approach takes advantage of these strengths that adults have as language learners. First, it is designed to be relevant. Because lessons are based directly on the needs of the learner, there should be no doubt as to their usefulness. Those which are not relevant should be omitted, and any essential competencies which have been overlooked should be added. It is expected that needs assessments and revisions of teaching materials will be a continuing process so that the program stays relevant to each group of learners. Second, basing instruction on competencies means that goals are clear and concrete. The learners know what success will look like from the start and can assess their own progress toward mastery of the competencies. Third, competency-based language programs are flexible in terms of time, learning style, and instructional techniques. There is no need to linger over a lesson once mastery of a competency has been demonstrated and, within program constraints, extra time can be devoted to more difficult competencies. Lessons can—and should—be taught through a variety of techniques, since different learners benefit from different kinds of approaches. And there is always room for experimenting with new methods, combining them with more familiar ones.

It is hoped that, with the help of trained Peace Corps language instructors, the competency-based approach to language training during PST will result in interesting, relevant language instruction which will enable new Peace Corps Volunteers to function effectively in their new surroundings and to begin the process of continuing their language learning throughout their time of service.

2. Developing a Competency-Based Curriculum

A curriculum is a way of organizing the content of a course of instruction, indicating which elements are to be included, which are to be emphasized and which come first, second and so on. It is the plan for instruction. Learners' needs are the central consideration in the design of a competency-based curriculum. Unlike a traditional approach, based on a strict structural sequence, this approach to curriculum development begins by gathering information on what the learner needs to be able to do in the language. The process of developing a competency-based curriculum follows a cyclical process, as the figure below illustrates.



First, learners' needs are assessed to determine the language skills they will need in the outside world. Will they need to participate in business meetings? Handle casual conversation exchanges in the workplace? Will they need to be able to give written directions to others--or only to understand them? This needs assessment can be done by surveying the learners themselves or by surveying or observing others in the same situations that the learners will eventually encounter.

The learners' needs should eventually be stated in terms of tasks or competencies, such as "to read newspaper articles to gain information about business activities" or "to make a telephone call to report an emergency." From the inventory of needs, competencies can be selected for the language curriculum. These must then be analyzed and then sequenced into a course syllabus. The outline below is one approach to analyzing a competency.

TOPIC

I. Competency Statement
  - A. Structure(s)
  - B. Language Function(s)
  - C. Vocabulary
  - D. Skill Emphasis: listening, reading, writing, speaking
  - E. Cultural Notes

The sequence of competencies will depend not only on the complexity of the language but also on the immediacy of the learners' needs and the sophistication of the tasks.

When these steps have been completed, course materials can be prepared and instruction can be targeted to the learners. After the instruction has been completed and the learners have left the course it is important to evaluate not only the learners, but also the effectiveness of the instruction and the curriculum so that further adjustments can be made and the curriculum renewal process can continue.

CBC QUIZ
TRUE/FALSE

__________• CBC is grammatically based.

__________• CBC is learner-centered.

__________• CBC is appropriate for teaching adults only.

__________• In a CBC program learners should be grouped according to their learning styles.

__________• CBC is based on the needs assessments; Needs Assessments are a step in developing a CBC.

__________• Every lesson should start with a review in a CBC.

__________• A competency is what a learner will be able do with the language of the topic.

__________• CBC can be used only in the initial stage of learning a foreign language.

__________• CBC is based on communication and comes out of it.

SUMMARY OF WAYS TO PROMOTE COMMUNICATIVE COMPETENCE

1. Create a relaxed atmosphere in the classroom.
2. Encourage communication more than correctness.
3. Maximize peer interaction.
4. Teach the language, not about the language.
5. Use authentic language, not artificial classroom language.
6. Be versatile and creative in your activities.

SAMPLE SESSION PLAN

6. INTRODUCTION TO LANGUAGE TEXTBOOKS

OBJECTIVES	To identify key features of language manual or other materials
MINIMUM TIME	30 minutes
ACTIVITIES DESCRIPTION	1. Hand out the text books and ask participants to look them over. Then hand out a list of questions (or have them on a flip chart). 2. Answering these questions will lead participants through each section and sub-section of the book, introducing them to its features and organization. 3. As an example, we include an questions to use with the Peace Corps Language Training Curriculum: (see handout below) 4. After 15 minutes, have pairs of participants compare their answers. 5. Then open discussion to what other resources they might consider when developing lessons, teaching techniques, etc.
OTHER SUGGESTIONS	Skip this as a separate session, but hand out books early on and ask participants to look through the text when they plan their micro-teaching lessons.
HANDOUTS/VISUALS	Focus Questions for the Peace Corps Language Curriculum

Peace Corps Language Training Curriculum: Focus Questions

Look through the Peace Corps Language Training Curriculum and find answers to these questions:

1. How many topics are in the curriculum?
   Which topic has the most competencies?

2. What are the three kinds of teaching activities included?
   (See Table of Contents)

3. Why are language functions included?

4. What is a "language sample"? (See page 6)

5. What is included in the "curriculum outline"? (See page 8)

6. Where can you find suggestions for visual aids? Are the suggestions appropriate for your situation?

7. How does the curriculum suggest analyzing a grammar point? Will this kind of analysis work for your language? (See page 29)

8. What three types of listening activities are included?

9. What is the purpose of pages 43-49?

10. The curriculum provides activities for three stages of a lesson for each competency. How does this compare to a lesson plan?

11. What ideas do you have for using this curriculum?

SAMPLE SESSION PLAN

7. TEACHING TECHNIQUES: TOTAL PHYSICAL RESPONSE, EARLY PRODUCTION, DIALOGS/CHARTS, CHARTS/INFORMATION GAP, ROLE PLAY

OBJECTIVES

To learn about a variety of teaching techniques
To identify the steps in each technique
To analyze a lesson
To prepare and present a lesson following the steps

MINIMUM TIME:

Half day to full day for each technique, less if review

ACTIVITIES DESCRIPTION

Session Delivery Strategies:

- Assignments on background information
- Brainstorming to elicit information from instructors
- Watching video and highlighting steps
- Preparing and delivering Micro-teaching lessons
- Giving/receiving feedback

All technique sessions can follow the same basic steps outlined below. More visuals and detailed descriptions for organizing the session can be found in commercial video-based teacher training materials and in those from Peace Corps.

1. Review or ask questions to determine prior knowledge of the technique.
2. State the goals and objectives.
3. Presentation:

-Review written background information about the technique or give a lecturette on this material.
-Do a live demonstration of the technique or show a video,

preceded by focus questions.
-Have participants analyze key steps in the technique.
-Model how to give and receive feedback.
4. Practice
-Put participants in pairs to plan a lesson incorporating key steps. They follow the same procedures for each teaching technique:

Micro-teaching Steps

1. Select a topic - e.g. FOOD, Shopping
2. Select a competency - e.g. Ask for fruit in the market.
3. Select an objective - e.g. name 5 local fruits.
4. Specify basic skills - vocabulary, grammar, pronunciation, counting - needed to accomplish objective.
5. Identify Language Skill targeted - listening, speaking, reading, writing.
6. Identify stages of lesson to be covered.
7. Identify technique/activities for each stage of lesson.
8. Prepare materials for the lesson - realia, visuals, worksheets, dialogs, drills, etc.
9. Teach the lesson in your own language.

5. Participants give and receive feedback on practice lesson. You monitor this process.
6. Have participants look through language text and suggest specific lessons in which the technique may be appropriate.

OTHER SUGGESTIONS

- Have experienced instructors lead these session for new ones.
- Hand out readings the night before and review quickly before watching the demonstration.
- Other suggestions are included in commercial and Peace Corps video-based teacher training materials.
- When appropriate in the TOT, hand out the reading about giving and receiving feedback.

HANDOUTS/VISUALS None

SAMPLE SESSION PLAN

8. COMMUNITY CONTACT ASSIGNMENTS

OBJECTIVES

To identify steps in developing Community Contact Assignment
To develop an effective community contact assignment

MINIMUM TIME:

90 minutes

ACTIVITIES DESCRIPTION

- Mini-lecture or reading on the stages of doing a CCA
- Brainstorm on CCAs for the curriculum
- Planning CCA in pairs

1. Begin by referring back to the 4-MAT lesson stages and asking participants how they might do an application activity for a competency-based lesson. Review characteristics of this lesson stage.
2. If you have been doing teaching technique demo lessons that follow a single topic or competency, ask participants to think of what the application activity could be for that.
3. Hand out and review the overview of community contact assignments. Give this as a lecture if necessary, but keep it conversational.
4. Hand out the sample community contact lesson developed for a shopping lesson in the Philippines.
5. Ask the lesson preparation teams that were established in the techniques sessions to develop a community contact assignment linked to the lessons they have been preparing and micro-teaching.
6. Review their lesson plans at each stage and then ask them to put their community contact assignment on a flip chart and present it to the others.
7. Conclude by brainstorming community contact assignments that could be done with other competencies.

OTHER SUGGESTIONS

- Skip lecture, but hand out sample community contact lesson.
- Elicit participants' ideas on what makes a good community contact assignment/lesson. Then proceed with the lesson planning assignment. Hand out the reading afterwards.

HANDOUTS/VISUALS

- Community contact reading
- Sample community contact lesson

COMMUNITY CONTACT ASSIGNMENTS

1. **Selecting and introducing the topic & destination**
    - Is it **relevant** to learners and program goals?
    - Is it **interesting**?
    - Is the assignment or location **language-rich**?
    - Are the assignment and topic of **appropriate difficulty**?
    - Is this assignment economical of time and money?
    - Have the **Trainees** had any **input** into the decision?
2. **Designing the assignment tasks***
    - Answer information questions - (How much is 1 kg of tomatoes?
    - Carry out transaction (Purchase an airogram with postage needed for U.S.)
    - Write down overheard interaction (on a bus, at the post office)
    - Interview specific person (use question sheet with host mother, counterpart, friend of language instructor, etc.)
    - Tape record interaction (in an interview)
    - Write down "sign" language (in theaters, on the street)
    - Make a detailed map (of the market, village, barrio)
    - Cultural observation notes (forms of courtesy at a party, dress, language, introduction customs, contrast roles of males/females, older/younger)
3. **Preparing students for the assignment**
    - Vocabulary/phrases
    - Cultural background
    - Written language
    - Role plays
    - What do learners feel they need? Have any learners already been to this location? Discuss their experiences.
4. **Carrying out assignment**
    - Pairs or individuals?
    - Classtime? Weekend? Long-term assignment ("By next Wednesday...")
    - Written form or tape?
    - Question sheet?
5. **Following up****
    - Presentation to class
    - Comparing notes, etc.
    - Written work to give to instructor
    - Identification of areas needing further work
6. **Evaluating the assignment**
    - Goals met?
    - Learner response

***Verbs for tasks:** attend, buy, collect, count, create, discover, draw, inquire about, find, follow directions, gather, go, identify, interview, listen, look at, observe, order, participate, poll, predict, prepare, read, request information, rewrite, survey, take out, telephone, watch, write.

****Verbs for post-task:** analyze, assess, categorize, compare, contrast, describe, determine, generalize, infer, invent, perform/act, pool information, present, report, review, write

COMMUNITY CONTACT ASSIGNMENT (Example)

TOPICS: Shopping, Personal Information
LANGUAGE COMPETENCIES: Gathering informaton about items in a sari-sari store
Purchasing items/day-to-day necessities
Asking and responding to personal information questions
CULTURAL COMPETENCY: Observing behavior, routines and practices in a small shop.
LOCATION: 3 sari-sari stores near training center
TIME: one-half hour independent prep time in class, one hour to carry out assignment, Week 3 of PST
TYPE: Worksheet to be done in pairs

WORKSHEET

I. In class, with your partner:

- Make a list of at least 20 items that might be found in a sari-sari store.
- Preview worksheet and prepare. Use language learning strategies. (30 minutes)

II. At the sari-sari store, with your partner

A. Purchasing

1. Buy 3 items.
2. Find the prices for 5 additional items.
3. Identify which items on your list are not in the store.

B. Interview with store owner

1. What's the owner's full name?
2. How long has she had the store?
3. What are the store hours?
4. When is the store busiest?
5. What is the most expensive item in the store?
6. Which items are not kept in view of the customers?

C. Culture

1. Describe where the different types of items are displayed.
2. How do customers know what is available?
3. Describe advertising posters (what items?)
4. Explain how things are sold--in what kinds of quantities (find Ilokano expressions for as many of these as possible)
    - by kilo
    - by piece
    - by pile or bunch
    - by bottle or case
    - by less than an entire bottle or package
5. Do customers line up for service?
6. How do customers talk to the owner? (lots of chat or just transaction)

D. Language learning

1. Write down any language you didn't understand.
2. Write down strategies you tried and how they worked.

III. Possible Follow-up Tasks in the Class

- Compare your experiences with the other students: personal info about the owner, prices and item information, cultural information, new language expressions and strategies used.
- Prepare a skit to demonstrate information gained at the store.
- Hand in the completed responses to the worksheet.

SAMPLE SESSION PLAN

9. GIVING AND RECEIVING FEEDBACK

OBJECTIVES

To define the term feedback
To identify key issues in giving and receiving feedback
To identify main factors that lead to an effective feedback
To demonstrate constructive feedback

MINIMUM TIME

One hour

ACTIVITIES DESCRIPTION

Session Delivery Strategies:

- Background information on giving and receiving feedback,
- Skits on giving and receiving feedback (good and bad),
- Processing the skits through discussion,
- Review key steps in effective feedback,
- Pair practice using key steps, Discussion of remaining questions and concerns.

1. Divide participants into four groups, and ask them to think of a time when they received useful feedback, positive or negative and talk about why it was useful. Then share with the whole group.
2. Brainstorm on what is feedback and what are some of the things involved in it . Flip chart a word web to illustrate.
3 . Give a short presentation on feedback- or hand out reading
4. Why is feedback difficult ? (Talk briefly about emotions, communication, cross-culture complications.)
5. Feedback on negative situations
Ask participants to think of situations in which they would have to give negative feedback. Each group writes 3 situations than they pass their piece of paper to the next group that has to come up with the solution. Groups act out the solutions in brief role plays.
6. Closing : Review the importance of a good feedback

OTHER SUGGESTIONS

Begin session by having experienced teachers role play a situation in which feedback is given ineffectively. Conclude by asking participants to "rewrite" that role play and have pairs act it out.

HANDOUTS/VISUALS

Reading on Feedback

BACKGROUND ON FEEDBACK

FOCUS QUESTIONS

1. What three steps are in the feedback process?
2. How can the observer help feedback to be a positive experience for the instructor?
3. How might an observer decide which behavior to discuss in a feedback session?
4. In addition to determining the targeted behavior, what do the observer and instructor discuss after the observation?

Feedback is a process in which a peer or expert observes, takes notes during the observation, and, following the observation, guides a discussion about the performance with the person observed.

Receiving feedback should be a positive experience. To help create a positive climate in the discussion following the observation, the observer should first establish a comfortable rapport. One way to do this is by opening the discussion with a positive comment about a specific teaching behavior or a specific student response. Limiting the feedback to one or two specific behaviors also helps make the experience a positive one. Of course, targeting the feedback to behaviors that the teacher has previously identified also helps the teacher see feedback as constructive.

If teachers are to be receptive to feedback, they need to believe the comments are relevant; that is, they need to recognize specific behaviors they wish to improve or change. One way for the observer to identify the specific behaviors is to ask how the teacher felt about the class observed. The oberver may ask, "What do you think was the most difficult part of that lesson for you?" If the teacher does not identify any area as needing change, the observer can focus the teacher on the activity or part of the lesson in which students didn't respond as the teacher had hoped. For example, "When you gave the students the task, were they all able to do it?"; "Did you have to provide additional explanation after they started the task?" Then, the observer and teacher can review the teaching behavior immediately prior to that response. For example, "Review for me what you did to set up the task."; "How many times did you model it?"

Finally, the observer and teacher brainstorm together alternative teaching strategies. For example, "Let's think of some other things you might do to set up the task."

Giving feedback should be thought of as reflection on instruction, as with a mirror, not examining with a microscope. Feedback which examines every detail to make judgements may create resistance. Effective feedback encourages teachers to reflect and analyze for themselves.

Process Questions

1. What might happen if the observer uses the "microscope" approach rather than the "mirror" approach in observation/feedback?

2. Why should receiving feedback be a positive experience?

SAMPLE SESSION PLAN

10. GRAMMAR

OBJECTIVES

To outline criteria for integrating grammar concerns into CBC (when and how to teach grammar in the communicative classroom)

MINIMUM TIME

90 minutes

ACTIVITIES DESCRIPTION

1. Start a discussion " Why do we have to teach grammar in the communicative classroom?" Two issues:
- grammatically correct but meaningless sentence
- grammatically incorrect but meaningful sentence

2. Show a flip-chart with a circle divided into three parts and discuss each:
- Form - Did I say it correctly?
- Meaning - Did I say what I mean?
- Use - Did I use it in an appropriate way?

3. Divide participants into three groups and have each group identify:
- two grammar rules to be included in the CBC;
- two grammar rules to be excluded from the manual.

4. Conclusions on what the CBC grammar program should include - 4 principles:
- Grammar is taught in the context of a competency.
- No more than one grammar point per lesson.
- Emphasis is on use (practice), not explanations of rules.
- Grammar instruction proceeds from the simple to the more complex and from teacher-controlled and receptive (listening, reading) kinds of practice activities to more creative, learner-centered and productive (speaking, writing) activities.

5. Participants discuss in three groups the following issues:
- Some students do not understand grammar items.
- Some students need more grammar explanations.
- Discuss interesting ways of presenting grammar points.

6. Ask participants which stage of the lesson is most appropriate for presenting grammar points to the Trainees and a discussion follows.

OTHER SUGGESTIONS

Hand out notes on Communicative Grammar Teaching and do activities as directed.

HANDOUTS/VISUALS

Communicative Grammar Teaching

GRAMMAR IN COMMUNICATIVE LANGUAGE TEACHING

1. WHY TEACH IT?

- Learners want/expect it
- They'll invent their own if we don't

2. WHAT GRAMMAR IS NOT!

- Not syntax
- Not paradigms
- Not linguistic analysis

3. WHAT IS GRAMMAR?

- Categorization and classification that aids acquisition and application to new situations
- Principles that connect form and meaning
- The "road map" to produce original utterances

4 WHAT DOES IT CONSIST OF? (Draw a circle on flip chart, divided into thirds; fill in each third with FORM, MEANING AND USE)

- **FORM**--Did I say it correctly?
  - irregular verbs
  - question formation
  - 'endings' (accuracy)
- **MEANING** (Correctness)--Did I say what I mean?
  - tense distinctions
  - dual meanings
- **USE** (Appropriateness)--Did I use it in an appropriate way?
  - level of formality
  - discourse concerns

5. WHEN AND WHAT SHOULD WE TEACH?

Different needs at different stages

Present Perfect Tense		
Beginning (PST)	**Intermediate** (IST)	**Advanced** (IST)
FORM/USE: in very specific contexts yet/already/many times	**MEANING:** present perfect Vs simple past	**MEANING/USE:** Spectral meaning parallels with other time frames

6. HOW SHOULD WE TEACH IT?

Recognition •awareness/understanding
Production •structured meaningful practice
•application in unstructured situations

7. HOW TO INTEGRATE WITH COMPETENCIES?

- Communicative "need to know"
- Be aware of syntactic complexity (polite requests & modals)
- No simple correlation

8. HOW MUCH IS TOO MUCH? HOW LITTLE IS TOO LITTLE?

- Immediate application
- Teach the language not about the language
- Grammar is a tool, not an end in itself
- Specific focus

GRAMMAR TASK

1. Identify some "grammar focuses" that are problematic for Trainees; remember that most grammatical features of a language have several--even many--focuses.

2. Choose two that are appropriate for teaching at a PST and two that are appropriate for an IST.

3. Decide on competencies where these focuses might logically appear.

4. Develop some "natural language contexts" (interchange, dialog, story, poem, etc.) that illustrates the focus.

5. Develop at least 2 structured practice activities for each focus.

6. Develop at least 2 open-ended communicative applications for each focus.

SAMPLE SESSION PLAN

11. LESSON PLANNING

OBJECTIVES

To review the functions and steps of lesson planning
To plan a lesson on all the stages
To receive feedback on lesson plans

MINIMUM TIME

Half day and half hour next day

ACTIVITIES DESCRIPTION

1. Review the stages of a lesson, referring to a flip chart illustration/outline. Review the purpose for each stage and the kinds of activities that might be included.
2. Ask participants to select a competency from their language manual and have each write a detailed lesson plan. Have participants use a standard lesson plan form from your program or one of the samples included in this manual. Check early on that everyone is on track so that no one spends a great deal of time writing a description of activities etc. for a lesson with unclear objectives or other major flaw.
3. Allow participants the rest of the afternoon to complete the lesson plans, collecting them at the end. Write feedback for each lesson plan, noting strengths and making specific suggestions for improvements.
4. During the first session the next day review the lesson plans overall, commenting on general strengths and problems. Hand back the individual lesson plans with feedback and allow about a half hour for participants to revise the lesson plans.

OTHER SUGGESTIONS

Demonstrate by using a video and process it by identifying the steps of the lesson.
Cut up a lesson plan and have instructors sequence lesson correctly.
Provide sample lesson plan for comparison.
Have individuals or pairs write a detailed lesson plan.

HANDOUTS/VISUALS

- Stages of a Lesson
- Sample Lesson Plan
- Lesson Plan Checklist

Stages of the Language Lesson

	Teaching Activities	Student Role
REVIEW and INTRODUCTION	1 (Discuss homework assignment from yesterday) • Review yesterday's lesson or • Review an earlier lesson that has content you will need for today's lesson. • Find out what students already know about the new lesson topic. • Introduce some of the new vocabulary or expressions through TPR or Early Production Technique. Teacher acts out commands and shows visuals **Purpose**: Help students see overall lesson content and a few specific items.	During the review and the discussion of the homework assignment from yesterday, students should speak a lot . During the introduction, students should: --watch the teacher --listen to the new material --look at visuals --point and act with teacher commands Students should be making guesses about the lesson content.
PRESENTATION	2 Teacher presents new material in a dialog, (or story, pictures or question/answer). 1. Teacher acts out dialog showing meaning (2 X)--uses actions, pictures etc. 2. Teacher models dialog and students repeat. 3. Teacher asks comprehension questions. 4. Teacher shows printed form of dialog and explains grammar points. 5 Teacher practices dialog with students. 6. Students practice dialog in pairs. **Purpose**: Help students see the new material in a realistic context, understand it and analyze it.	1. Students watch and listen 2. Students repeat after teacher. 3. Students answer questions demonstrating understanding of the presentation. 4. Students try to understand grammar, ask questions. 4. Students learn to say dialog with teacher. 5. Students practice saying the dialog with a partner.

	Teaching Activities	Student Role
MORE CONTROLLED PRACTICE	3 Teacher helps students practice new structures from the dialog • Substitution drills (teacher points to picture or holds up picture cards to cue student responses) Games like Bingo. Grammar worksheets. • Charts or Pictures: --Teacher introduces material on chart. --Teacher practices material on chart with students. --Then students practice with each other using material from the chart. **Purpose**: Help students become accustomed to using the new structure and vocabulary in a variety of contexts--not just in the dialog.	Students speak and participate in question and answers. Most of the time, they ask and answer questions using pictures or information from a chart. They are not creating new sentences or adding new content.
LESS CONTROLLED PRACTICE	Teacher sets up the activity and then watches and listens to the students, helping as needed. • Information Gap • Interviews with other students • Role play • Survey of the class **Purpose**: Help students use the new structures and vocabulary in a more creative way.	Students ask questions that they do not know the answers to. They try to make new sentences, find new answers and ask new questions. They guess and create--not just repeat.
APPLICATION	4 Teacher explains the task and, if necessary, helps students prepare for the task. • Ask a friend • Talk to strangers • Do some task in the community like buying something, mailing a letter, or ordering food in a restaurant. • Interview host family • Trainee-directed activities Teacher discusses the results with the students after they have done the assignement, asking what did you learn from this? What problems did you have? **Purpose**: To try out the new language skill in the real world. To assess how well the student has learned the material introduced in class.	Students do the activity that the teacher has assigned. They do this outside the classroom, choosing the language structures and vocabulary freely.

Lesson 6. Expressing food preferences

Dialog		Grammar	Vocabulary
Samoan:	**Trainee**		
'O a mea'ai Samoa 'e te fiafia i ai?	'Ou te fiafia i ___.	negative form: iai, ai	*Food Vocab:* sea, etc.
'E te fiafia i sea?	Leai 'ou te le fiafia i ai. / Ioe, 'ou te fiafia i ai.	'Aisea? Why?	*Adjectives:* lololo, o'ona, etc.
	'Ou te le masani ai.		
'Ai sea?	'E o'ona tele.		

Teaching Aids:	-pictures of American foods: hamburger, cake, pie, cheese -picture of a sea cucumber -chart of 5 Samoan foods & adjectives (sweet, salty, fatty etc.).

Culture: p. 35

Worksheets: p. 36: Do AEIO, Sikp E#3, Skip O#3.

LESSON ACTIVITIES

INTRODUCTION/MOTIVATION

1. Day before, assign trainees to write down names of food they eat at lunch and dinner. (They can use phrases learned in lesson on "What is this?"

2. Teacher begins by describing which foreign foods she likes and which ones she dislikes. Introduces mea'ai, fiafia, and le fiafia. Uses pictures and facial expressions.

3. Teacher indicates American food on a list and asks trainees for their homework names ofSamoan foods and writes these in a list where all can see.

PRESENTATION/INFORMATION

4. Teacher introduces the dialogue: Plays both parts and reads through the whole dialog. Shows meanings with pictures, expressions and gestures. Repeats 2 or 3 times.

5.Teacher does repetition with the entire dialog (2 times), asks comprehension questions, and then hands out sentence strips. Trainees place sentences on the clip board to form the dialog they've been introduced to. Teacher reads dialog again so Trainees can check if they got it right.

6. On clip board, teacher points out grammar: pronouns, negatives, Why?, tense marker. Asks for questions.

PRACTICE (CONTROLLED)

7.Teacher models question and answer for 'O a mea'ai Samoa 'e te fiafia i ai? (What Samoan food do you like?) Then has Trainees repeat.

8. Teacher says question, Trainees answer. Teacher points to food list/pictures to cue answers. Trainees ask questions & answer.

9. Teacher hands out questions and answers in scrambled word cards. Trainees put in order.

10. Trainees practice asking and answering questions, tossing a ball to take turns. (Ask Q and then throw ball).

11. Teacher models, showing picture, and Trainees repeat 'Ete fiafia sea? (Do you like sea cucumber?) Teacher cues yes/no answers using thumb up or happy face/sad face.

12. Teacher models last two lines of dialog and Trainees repeat. They all practice final 4 lines of the dialog.

13. Teacher introduces chart that puts foods with adjectives. Teacher leads repetition of last four lines of dialog. Trainees use chart in pairs to practice, Do you like (sea cucumber)? .Why?

PRACTICE (LESS CONTROLLED)

14. Still in pairs, Trainees shift to "real" questions and answers about food likes and dislikes, including the question "Why?" if the answer is no.

APPLICATION

15. Trainees create food survey form: likes, dislikes and why? They practice in class. Practice asking negative question: 'O a mea'ai Samoa 'e te **le** fiafia i ai?(What foods do you dislike?) Assignment--Gather information from one child and one adult. Information will be compared tomorrow.

Lesson Plan Checklist

_____ Topic
_____ Competency
_____ Lesson Objective
_____ Length of class
_____ Week in PST

_____ Sample Language (Key phrases or sentences)
_____ Grammar Focus
_____ Vocabulary
_____ Pronunciation
_____ Culture Note

Stages of the lesson: Describe activities and materials for each

_____ Motivation (or Warm-up/Review and Introduction)
_____ Presentation
_____ Practice
_____ Application/Use
_____ Evaluation

_____ Do the activities appeal to a variety of learning styles and modalities?

SAMPLE SESSION PLAN

12. ASSESSMENT

OBJECTIVES

To identify the four key concepts in Peace Corps language assessment

MINIMUM TIME

60-90 minutes

ACTIVITIES DESCRIPTION

You will be leading participants through a discussion of the Four Key Concepts in Peace Corps Language Assessment, so be sure to read it yourself and be thoroughly familiar with the contents and concepts before beginning.

1. Begin by talking about how people usually feel about tests. "What feeling do you have, when you think about the experience of taking a test?" You can talk about the common dreams/nightmares people have about being unable to complete important, high-pressure tests. Allow participants to share a few of their stories. Then conclude by noting that we want to keep anxiety as low as possible for our tests and assessment.

2. Ask participants to form three small groups. Each group receives a flip chart headed TEACHER, or PEACE CORPS, or TRAINEE. Ask each group to think about the perspective of one of these to reflect on the question, "Why is it important to have tests?" Ask them to take 5-10 minutes to brainstorm and write ideas on the flip chart. Afterwards post the flipcharts up front, have each group present its purposes and then ask for any additions. Try to summarize the purposes according to FORMATIVE--tests that tell how well the student is doing in order to adjust teaching strategies and SUMMATIVE--tests that show at the end of an instructional unit how well the student has learned the material. You may want to discuss the difference between achievement and proficiency if you think participants will benefit from this. Note on a separate flipchart, Key Concept Number One: All tests should have a clear purpose. This is also a point at which you may want to point out the relationships among instruction, program goals, and testing. (See *Classroom Testing in Peace Corps Language*

Programs, for explanations of formative tests, summative tests, and backwash).

3. Return to the discussion about feelings toward tests. Ask why people felt nervous or anxious about tests. How do emotions like fear and anxiety affect students' performance on a test? What are some ways to reduce Trainees' anxiety about tests? If you think it will be helpful, include a little discussion about "backwash." If the test activity resembles what students are preparing to do in real life (describe an oral rehydration formula to village women, explain to a stranger your job as a PCV, or politely refuse a request for money), then the students when they prepare for the test will be studying very useful material. This is called "positive backwash." (Of course, it is important for the instruction to be on target in this way also.) If the test is on random, artificially constructed grammar items or vocabulary in isolation, students will spend time and energy memorizing and practicing for these relatively unhelpful areas. Note on the flipchart, Key Concept Number Two: No Surprises, etc. (Copy the subheadings from the handout.)

4. Ask about the student's role in testing. Is assessment only the teacher's job? Hand out the self-assessment form from PC/Philippines or one used in your own program and discuss the advantages and disadvantages of self-assessment. Discuss how student self assessment results can be looked at along with teacher assessments during teacher/student conferences and at other times. Note on the flipchart, Key Concept Number Three: Shared Responsibility.

5. Finally, tell a story about a bad decision resulting from looking at results from a single test: judging a job applicant on the basis of one phone call, selecting a university on the basis of an advertisement, choosing an apartment just because of its location. Make the point that the more important the decision is, the more important it is to get as much information from as many sources as possible. (In your country does enrollment in a school or university depend on performance on one test? Is this fair or not?) Note that in Peace Corps language programs we try to look at multiple measures, (e.g., community contact assignments, simulations, self-assessment checklists, teacher evaluations) not just one test score. Note this on the flipchart as Key Concept Number Four. Finally, discuss the different kinds of assessment that contribute to the decision about swearing in. Go back to the goals of PC language training: achievement of competencies, attainment of a proficiency level, developing of independent learning skills. Then review with participants how assessment in each of these areas contributes to a final evaluation regarding language performance.

Distribute the handout reading on the Four Key Concepts.

OTHER SUGGESTIONS

For step three, you could give a "pop" quiz--True/False quizzes are easy to construct quickly--.about concepts introduced earlier in the TOT. Then discuss people's feelings about this test. Or you could discuss the kinds of quizzes and informal evaluations that have occurred thus far in the TOT and how people felt during those (e.g., PC Quiz, T/F reviews, lesson plan assignment).

At the conclusion or at different points in the session, more information could be provided on high-priority testing procedures at your post, e.g., simulations, Peace Corps LPI, required public talks (known as *charlas* in Spanish-speaking countries), class participation records, self-assessment competency checklists. See handout attached.

HANDOUTS/ VISUALS

- Flip chart pages as noted
- Four Key Concepts handout
- Self-Assessment from the Philippines
- Assessment Procedures, Techniques and Approaches

Four Key Concepts in Peace Corps Language Assessment

1. There is a **clear purpose** for all assessment activities.

The two most important kinds of evaluation are formative and summative. Formative evaluation measures progress in class so teaching will be appropriate. An example of this is when the teacher asks questions about vocabulary introduced earlier in the lesson, so that those words can be used in practice activities later on.

Summative evaluation measures learners' progress toward meeting program goals. This kind of evaluation usually comes at the end of a unit or program of study. An example is the simulation test in which learners are assessed as they carry out tasks in an imitation of real settings.

2. There are **no 'surprises'** involved in the assessment activities.

- *When*: Everyone should know when the test is to take place. Pop quizzes undermine student confidence.
- *What*: Everyone should know what material is to be included on any tests that are given.
- *How*: Everyone should know how the material is to be tested and what the criteria for the test are, e.g., fluency or accuracy. When learners know that the means of testing and the criteria used are in harmony with the activities in the classroom, the test may exert a positive influence on student participation. This effect is referred to as "positive backwash."
- *Why*: Learners should know why they are being tested and what use will be made of the results.

3. Assessment **responsibilities are shared** between learners and instructor

Learner self-assessment may include formal means, such as competency checklists, or informal means, such as casual conversations with the instructor. In addition, there should be regular opportunities for the learner to meet with the instructor to assess and discuss progress.

Instructor's assessment of the learner may include competency checklists, informal observations, evaluation of learner performance in role plays and simulations, and performance in class and on homework. Regular conferences should be held with the learner to assess progress and suggest strategies for improvement.

4. Effective assessment is based on **multiple measures**

A final assessment of the learner's progress should include measures from as many sources as possible: self assessments, teacher assessments, simulation/role play scores, formal test scores, tape recordings, writing samples, etc.

PEACE CORPS PHILIPPINES
COMMUNITY SIMULATION

Self-Assessment

Using the scale below, rate yourself according to the following:
a) How much you understand/comprehend the language in the different given situations.
b) How much and how well you were able to express yourself in the Target Language

5 - Excellent **2 - Fair**
4 - Very Good **1 - Poor**
3 - Satisfactory

Situations	**Ability to comprehend the TL**	**Ability to express oneself in the TL**
1. Buying at a *sari-sari* store		
2. Buying at a market		
3. Ordering a meal in the *carinderia* (local restaurant)		
4. Consulting a doctor		
5. Talking with the host family		
6. Making arrangements at the Booking Office		
7. Playing at the *PASUGALAN* (Bingo, card games, Mahjong)		
8. Availing services from the beauty parlor/barber shop		
9. Claiming a lost item from the police station		
10. Buying/eating *balot*		
11. Responding to the *pulubi* (beggar)		

II. Other Comments/Suggestions

ASSESSMENT PROCEDURES, TECHNIQUES AND APPROACHES IN PRE-SERVICE TRAINING: A SUMMARY

A system for evaluating Trainees at the end of PST needs to include results from a proficiency measure (the Peace Corps LPI rating) and from achievement measures, such as simulations and teacher assessment of Trainees, as well as Trainee self-assessment. In this way, the final language evaluation reflects the goals of the language program, which should include not just a general skill level, but mastery of competencies determined to be necessary.

Teachers should be able to document their assessments of student mastery of competencies with results from various assessment activities such as those described here. Their assessment of a Trainee, Trainee self-assessment, performance on a simulation test, along with the ACTFL score should provide reliable information about a Trainee's language capabilities.

COMPETENCY CHECKLIST

Description: The instructor keeps a simple checklist of competencies that are covered during the PST. This will include all the topics--telephone, food, transportation, etc. The teacher evaluates by checking a box to indicate whether the student can perform the competency or not, or how well the student is able to perform the competency.

When Used: It could be used daily/weekly or less frequently.

Purpose: The checklist provides instructors with a record of student performance which will be helpful in re-grouping. It keeps instructors and Trainees focused on the competencies rather than grammar accuracy or vocabulary as the goal of instruction

Criteria: For most competencies, the criteria are ability to complete the task with comprehensible language production and demonstration of understanding. Accuracy and cultural appropriateness are sometimes criteria also.

Rating System : Usually a simple, 3-point scale, for "The Trainee has not attempted the competency", "The Trainee has attempted the competency but still has difficulty", and "The Trainee has mastered the competency."

Constraints: The classroom performance of a competency may not accurately predict performance outside the classroom.

Advantages: It is simple and it is compatible with the principles of a competency-based approach.

Using Results: For re-grouping and evaluating student progress.

SELF-ASSESSMENT

Description: The Trainees evaluate themselves using forms, notebooks, or journals.

When Used: This technique may be used at the middle and end of PST for summative purposes, but can be used throughout as a way to encourage learners to monitor their own progress.

Purpose: Provide Trainees with an opportunity to assess their own strengths and weaknesses, help them develop more realistic ability to monitor their own progress.

Criteria: For most competencies, the criteria are ability to complete the task with comprehensible language production and demonstration of understanding. Other criteria can be set with the Trainees' input as practice in setting learning goals.

Rating System: A simple, 3-point scale, for poor, average and excellent for a competency checklist. A verbal narrative can also be used.

Constraints: Trainees may give unrealistic scores.

Advantages: The Trainees are actively involved in the assessment of their own progress, not just subjected to tests by others. They will later have an opportunity to compare their rating with the instructors and can gain a better sense of their own skill level.

Using Results: The results are used as the subject of the teacher/trainer conference and may help the Trainees set goals for themselves. They may also be included in a final assessment.

TEACHER ASSESSMENT OF TRAINEE

Description: Teacher assessment of Trainee is the information that the teacher has gathered through several means: tests, class behavior, observed progress, group work, etc.

When Used: At some posts teachers assess Trainees whenever teachers rotate, which may be weekly. Other posts do it daily; still others do this at mid-PST and at the end. If done daily, the information is oral only. If weekly or less frequently, it is in written form.

Purpose: Teachers assess to monitor Trainee's progress and provide the "new" teacher with information needed to adapt instruction quickly to the new learner.

Criteria: The categories usually included are: strengths, weaknesses, noticed learning style or preferences, needs improvement or needs more practice with ______ , class behavior, and feelings.

Rating system: There is no formal set of scoring conventions, but learners may be described as fast or slow learners and categorized as basic, intermediate or advanced in their language skills.

Constraints: It is rather subjective, since it represents a kind of synthesis that the teacher creates . The oral version may be even more subjective than the written because there is less of an imposed structure.

Advantages: The advantage is that it gives the teacher useful information about the learners' levels and provides advance information on the learners to be taught.

Using Results: Teacher assessments contribute to decisions about grouping according to level and learning style and for helping teachers when working on a common lesson plan.

Sample Format from PC Romania: Weekly Teacher Assessment of Trainee

Name of Trainee ______________________________

Periods of Time	Strengths	Weaknesses	Learning Style	Needs Support
Week 7	acquires vocab rapidly	pronunciation	visual	more repetitions

TRAINEE/ TEACHER CONFERENCES

Description: During a conference, the teacher and learner can review the following in English:

- What learning strategies have you tried? What is working and what is not working for you?
- How do you feel about your language study?
- Are you using the language in the community?
- How relevant are the competencies covered in class to the realities of language use in the community?
- What goals can you set to improve your language skills?

Hints: These conferences will be most successful if

- The instructor and the learner compare the learner's and teacher's assessment of progress.
- The instructor is comfortable--despite cultural barriers--in giving and receiving both negative and positive feedback.

When Used: Varies from every week to every three or four weeks.

Purpose: Gathers information about the Trainee's progress and perception of progress.

Constraints: There may be cultural barriers involved in giving and receiving feedback.

Advantages: The Trainees are actively involved in the assessment of their own progress, not just subjected to tests by others. They will later have an opportunity to compare their rating with the instructors and can gain a better sense of their own skill level.

Using Results: The results are used as the subject of the teacher/trainer conference and may help the Trainees set goals for themselves. They may also be included in a final assessment.

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Rating system: There is no formal set of scoring conventions, but learners may be described as fast or slow learners and categorized as basic, intermediate or advanced in their language skills.

Constraints: It is rather subjective, since it represents a kind of synthesis that the teacher creates . The oral version may be even more subjective than the written because there is less of an imposed structure.

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Hints: These conferences will be most successful if

- The instructor and the learner compare the learner's and teacher's assessment of progress.
- The instructor is comfortable--despite cultural barriers--in giving and receiving both negative and positive feedback.

When Used: Varies from every week to every three or four weeks.

Purpose: Gathers information about the Trainee's progress and perception of progress.

Constraints: There may be cultural barriers involved in giving and receiving feedback.

Purpose: Written tests check writing and reading skill levels. As teaching devices, they also may provide students with models of structures in use, thus helping them study and organize language material.
Criteria: The criteria for scoring depend on the type of test. CLOZE and multiple choice tests usually stress accuracy, but in writing notes and messages, the main criterion is usually comprehensibility rather than correctness.
Rating System: For CLOZE and multiple choice tests, the scale can be based on the number correct vs. the number wrong. For writing tasks, a three-level scale can be used:
1 HIGH rich vocabulary, few repetitions, appropriate structures, clear message
2 MID correct but limited vocabulary, few grammar errors, understandable message
3 LOW few words, many errors, unclear message
Constraints: The main focus in most language programs is on spoken language rather than written, so these techniques are of limited relevance.
Advantages: The results are clear and easy to interpret.
Using Results: The results will be used in giving feedback, to readjust teaching, and as part of Trainee evaluation.

SIMULATIONS

Description: For simulations, the teachers set up the simulation stations (e.g., shop, party, or telephone) that closely resembles the real life situations. Realia and visuals contribute to the setting. As for the assessment itself, each Trainee goes through all stations in the simulation. At each one, the Trainee draws a card which describes a task involving some form of communication with a teacher who assumes the appropriate role for the station.
When Used: Simulations are used at mid-PST and at the end of it as a final assessment. Perhaps because of their complexity, simulations are not used more frequently than twice per PST.
Purpose: Simulations are used to gather information about the Trainee's ability to use the language (especially speaking and listening) to perform competencies in the curriculum.
Criteria: Among the criteria used are: fluency, comprehensibility, accuracy, completion of the task, vocabulary use, and cultural appropriateness.
Rating System: There are several alternatives for scoring and grading. One possibility is to use a scale for overall performance. After completing the task, the Trainee receives a grade and a description summarizing the general level of the performance. Another possibility is to score each language area separately. In this case the Trainee may receive several grades, such as 5 for fluency, 4 for grammar, 4 for pronunciation, etc. Grades should be followed up with discussion with the coordinator or instructor. A third alternative is that rather than giving grades, the evaluator might write a friendly letter to the Trainee about the performance, praising strong areas and suggesting areas that need improvement. Self-assessment can also be used effectively in simulations.
Constraints: Preparation is time-consuming. It is difficult to staff the stations with two instructors per station, but it is also difficult for one instructor to act as both an evaluator and an actor in the simulation. Simulations are still not entirely lifelike. In addition, simulations have been unsuitable for some shy Trainees. The result can be just a repetition of a dialog.
Advantages: It is generally less stressful than other measures. Evaluator/Trainee conferences afterwards have proven useful.
Using Results: The results are shared among language staff and distributed to the Trainees. In some cases, the language coordinator has conferences with each Trainee to help them be more aware of their progress. At many posts, simulations are used as mid-term and final assessments of Trainees' ability to carry out competencies, a measure of their achievement of those goals.
Variation: In Moldova, the evaluators were not Peace Corps staff. They were provided with assessment sheets and observed and evaluated performance. This allowed the teachers to be fully involved in the activities. In this case, the results may have been more objective, also. In

the Philippines each Trainee carries a cassette recorder and taped each interaction. The tapes were later assessed by the Trainee and the teacher as they listened together.

PUBLIC PERFORMANCE

Description: In many Spanish-speaking posts, Trainees give a public demonstration or talk on a technical topic. Host families and other people living near the training site may be invited. Trainees prepare their presentations with their technical trainers as well as their language instructors. It may also be a more light-hearted combination of variety show, contest, and game, such as the "language Olympics." which was done in the Philippines.

When Used: After four to six weeks at the earliest.

Purpose: Giving a performance provides Trainees with an opportunity to go beyond the required competencies and demonstrate their creativity with the language, possibly in their technical area.

Criteria: Among the criteria used are: fluency, comprehensibility, accuracy, vocabulary use, creativity and cultural appropriateness.

Rating System: Using a scale of 1-5 or 1-10, the activities could be judged by language or tech teachers or people not on staff . Self-assessment can be used in this activity.

Constraints: Among the constraints are finding enough time for the Trainees to prepare and finding a suitable place for having the activities.

Advantages: Competencies are combined, training areas are integrated, and it is a genuine communication situation.

Using Results: The results are used as part of the final rating of the Trainee and making recommendation for further study.

ORAL INTERVIEWS

Description: Most oral interviews involve a face-to-face conversation between a Trainee and an instructor for at least five minutes up to 10 minutes for more fluent learners. The interview may be formal or informal. During informal interviews, the instructor could help the learner with a little translation, key words, or gestures. In a more formal interview it may be possible to use a tape-recorder. Another variation is to send Trainees out to interview people in the community (who have been arranged in advance) as in a contact assignment. These could also be tape-recorded.

When Used : Formal interviews are done just a few times during PST, usually at middle and end.

Purpose : Taped interviews provide a genuine record of student performance. Less formal interviews can help Trainees gain confidence and provide instructors with information on individual needs. Community contact interviews can provide information on competency mastery.

Criteria: If the interviews are structured to test competencies, the criteria are ability to complete the task with comprehensible language production, and for more formal ones, such as thanking a host at a formal dinner, accuracy may be more important. Cultural appropriateness is sometimes a criterion also. In general, a combination of fluency, accuracy, and comprehensibility are the criteria.

Rating System: Interviews can be rated using a 3-level scale, for excellent, satisfactory, poor; or "speaks with ease", "speaks with difficulty", "cannot answer".

Constraints: Formal interviews, especially tape-recorded interviews, may make some learners become tense and give poor performances.

Advantages: Most basic competencies are oral ones, so this technique is quite relevant.

Using Results: Results are used for evaluating student progress, mastery of competencies, and to provide useful feedback and suggestions.

OVER VIEW

SELF-DIRECTED LANGUAGE LEARNING SESSIONS FOR TOT

The following six lessons were developed to use in TOTs for language instructors to orient them to the basic concepts and techniques for self-directed language learning. There are additional session plans for use with Trainees in PST in Section 6 (Ongoing Language Learning). These sessions work best if done in the following sequence.

a. Independent Learning Concepts
b. Language Learning Beliefs
c. Needs Assessment
d. Learning Strategies and Nutshell Lesson Plan
e. Strategies/Nutshell Lesson Plan Review
f. The Communication Process

SAMPLE SESSION PLAN

13A. SELF-DIRECTED LANGUAGE LEARNING (SDL): INDEPENDENT LEARNING CONCEPTS

OBJECTIVES

Participants will identify the six key elements of independent learning.

MINIMUM TIME

1 hour and 45 minutes

ACTIVITIES DESCRIPTION

1. (introduction):
Gave a brief lecture about self-directed learning with the following points:
- Self-directed learning has a range from someone learning almost entirely on their own to someone in a traditional class with his or her own agenda.
- All good learners are self-directed in that they set their own goals and learn what they choose to learn.

2. Ask participants if they had learned anything on their own–without the benefit of a class or a trained teacher. Then ask the participants at each table to choose one of their colleagues to interview about a self-directed learning experience while facilitator interviews someone about her experience learning how to use a computer. Cautioned that the learning area should be a bit complex–not something you could teach yourself in a few minutes.

3a. Each group has to select an interviewer, an interviewee (the person who had learned something), and a recorder. Facilitator 2 takes notes for Facilitator 1 and chosen interviewee on yellow index cards. The recorder in each group takes notes on cards color-coded for that group.

3b. Facilitator asks interviewee questions for each of the six areas one at a time, stopping after each area (attitude, knowledge of subject, learning style, learning strategies, lesson planning ,managing learning). These areas and questions for each were on a flip chart vertically at the front of the room, next to a flip chart displaying the areas for the interview horizontally.

3c. After Facilitator modelled the interview for one area, post facilitator 2's notes on the big flip chart. Then each group do their interviewing and post the card with their notes on the same area.

3d. After all notes are up for one element area, read aloud a sample of what groups had written (editing and expanding/questioning to make sure the information was appropriate and clear). At the end of it, hand out a copy of the key element areas with questions.

4. Conclusion: Ask participants why we had done this activity. Answers range from "To share independent learning experiences" to "To analyze and introduce independent learning concepts."

OTHER SUGGESTIONS

It may not be worthwhile doing the interview questions about "lesson planning" at all. Participants get this area confused with "managing"

HANDOUTS/ VISUALS

- Flip charts,
- Colored index cards, or large post-its,
- Handout of topics/questions

RESOURCES

Learning Strategies for Learner Autonomy by Anita Wenden.

KEY ELEMENTS FOR SELF-DIRECTED LEARNING--Interview Questions

1. Attitude

a. Why did you want to learn this? Why learn it independently?
b. Were you confident that you could learn this independently? Why?

2. Knowledge of Subject

a. What background knowledge on this did you already have?
b. Have you done something similar in the past?
c. Could you get information on this to read?
d. Could you consult an expert?

3. Learning Style

a. How do you like to go about learning something like this?
Observe first, or just jump in and try it?
b. Were you afraid of making mistakes?
c. Was it important for you to analyze the skill or task ahead of time?
d. Did you try to practice a lot before trying the "real thing"?

4. Learning Strategies

a. What techniques or tricks did you use to learn?
b. To practice? To remember things?
c. How did you solve problems when things went wrong?

5. Lesson Planning

a. Did you plan your learning in careful steps?
b. Did you select specific strategies for each step?

6. Managing Learning

d. How did you decide what to focus on?
b. How did you monitor your learning?
c. Could you tell which strategies were successful?
d. How did you evaluate success and decide on next steps?

SAMPLE SESSION PLAN

13B. SDL: LANGUAGE LEARNING BELIEFS

OBJECTIVES	Participants will compare their beliefs about language learning with current language acquisition theory
MINIMUM TIME	45 minutes
ACTIVITIES DESCRIPTION	1. Hand out the True/False quiz about Language Learning. Ask participants to get into groups and decide if each statement was true or false. When the groups said they had answers for the first four items, record them on a chart. (25 minutes) 2. Next, hand out the reading and asked the groups to try to check their answers against the chapter from the book. (20 minutes) Finally review the answers to the first four items (5 minutes)
OTHER SUGGESTIONS	
HANDOUTS/ VISUALS	• Flip charts, • Quiz, • Handout version of *LLS for PCVs* *Language Learning Strategies for PCVs*, pp. 3-5 (Included in the *Principles* section of the CD-ROM of this Resource Kit)

Learning a New Language: Seven Frequently Asked Questions

1. *Can adults learn foreign languages?*

It is commonly thought that children are the best language learners, and that it is very difficult, if not impossible, for older people to learn a new language. In fact, that is not true. Research shows that there is no decline in the ability to learn as people get older. Except in the case of hearing or vision loss, the age of the adult learner is not a major factor in their ability to learn a new language. Negative stereotypes of the older learner as a poor learner, and inappropriate learning and teaching strategies are the greatest obstacles to adult language learning.

In some ways, adults are better language learners than children. Adults have developed learning strategies and have more experience in learning. Children give the appearance of learning languages more easily because they are better at pronouncing them. Adults almost always have a foreign accent when they learn a new language, while children do not. We also expect less of children. When they learn a little, we are pleased. Adults, though, have greater expectations of themselves and others as language learners, and easily become discouraged if they do not learn rapidly. But children do not necessarily learn faster, and many older adults have successfully learned second and third languages.

2. *What is the best way to learn a language?*

There is no "one and only" way that works for everybody. Learning a language is a highly individual process and consists of a combination of factors. The most important factor is not the teacher or the course. The most important factor is you, the learner, and your contribution to the process of learning. Your motivation, your reason for learning the language, your need to communicate, and your attitude are all very important.

Although there is no single ideal way to learn a foreign language, it helps considerably if you try to find opportunities to practice the language, especially speaking and listening. Shyness and fear of using the new language can considerably slow your progress. Try to develop a comfortable and worry-free approach; for example, in your attitude toward mistakes.

3. *Can I avoid making mistakes?*

One of the biggest problems that language learners must overcome is their hesitancy to make mistakes. You naturally want to express yourself well, but the truth is that there is no way to learn a language without making plenty of mistakes. You must practice to learn, and when you practice you will make errors. But usually you will be understandable, even with some mistakes. And the more you speak, the better your foreign language becomes. So overcome your shyness and use the language you learn!

Do not be afraid to make mistakes. Even when native speakers smile at your performance, remember that it is usually a friendly smile and they admire you for your effort as well as for what you have already achieved in their language. Native speakers generally focus their attention on the content of your message and not on your performance or grammar. Look at errors as part of your learning process and do not let them discourage you from practicing. Without practice you cannot be successful. Later in this handbook we will talk more about how to classify your errors and use them to help you learn better.

4. *What should I do when I don't understand something?*

Guessing is a very important part of foreign language learning. Even very advanced learners have to rely on guessing. Do not get discouraged or frustrated when your guess is wrong. The more you try the better you will become. After some practice you will find that it is not necessary to get the meaning of every word or phrase in order to understand the message. Learn to treat uncertainty as part of the process of language learning.

Relate your guessing to a specific situation, sentence context, and speaker's intention. If you don't understand, ask for clarification of words or phrases which are not clear. As you practice, you will get better and better at guessing the meaning of words you don't know.

5. *How long will it take me to learn the new language?*

This question cannot be answered in one sentence for all learners and all languages. Achieving fluency in a foreign language depends on many factors. There are "easier" and "more difficult" languages for an English speaker. There are languages in which it is much easier to master speaking and listening skills than reading and writing skills and vice versa. There are also different types of learners. Some want to be perfect, want to rely on familiar rules and structures, and do not want to use the language unless they are confident about how they are going to perform. Others are afraid to appear ridiculous and slow down their learning by denying themselves opportunities to practice. Still others are impatient, want to learn everything at once, and get discouraged by lack of immediate results. Some learners are rule-oriented, while others rely on intuition. Some are shy, while others are sociable. Some have been exposed to foreign languages before, while for others it is the first foreign language experience. It is not possible to predict how much time achieving fluency will take, since it is a very individual process.

You will be safe if you do not expect too much at the beginning stage. Set realistic objectives that you can fulfill, and do not let yourself get discouraged. You can avoid developing a negative attitude toward learning the language when you realize that success comes slowly, step by step, at each stage of learning.

6. *Why are some learners more successful than others?*

Success in learning a foreign language depends on many factors. One is the learner's native ability to learn a foreign language. Another is previous experience learning new languages. Yet another is strong motivation and a positive attitude. Finally, appropriate learning strategies are very helpful for foreign language learning. These strategies are the subject of this handbook.

7. *What are strategies for learning foreign languages?*

In learning a foreign language you use certain techniques or strategies which help you to achieve your goal. For example, in order to memorize new words you repeat them aloud or associate them with images in your mind. In other words, you use *a specific strategy* to help you to memorize your vocabulary.

Many strategies are helpful in learning a foreign language. Some are most useful for learning speaking skills, while others work best for reading skills. Some are most effective at the beginning stage, while others are preferred by advanced learners. Some strategies work well with systematic, organized students, while others are preferred by learners who rely on their intuition and use their imagination.

This was adapted from *Language Learning Strategies for Peace Corps Volunteers* (R0069). Refer to it for further information.

Language Learning

Decide if each statement is **true** or **false.**

1. Adults can't learn a language as well as children.
2. Success in learning a language depends mostly on the methods the teacher uses.
3. Practice outside the classroom is an important part of learning for almost everyone.
4. Fear of making mistakes will slow down your learning more than making mistakes.
5. When you don't understand something, you should immediately ask for an explanation.
6. How long it takes to learn a language depends partly on the learner's attitude.
7. Some languages are more difficult than others for native speakers of English.
8. Some people seem to be just born with an ability to learn languages.
9. Even though you may already prefer certain ways to learn, you can always try new strategies to improve.
10. All language learners should use imaginative strategies.

Language Learning: ANSWER KEY

All answers are based on material in *Language Learning Strategies for Peace Corps Volunteers*, pp. 3-5.

false 1. Adults can't learn a language as well as children.
false 2. Success in learning a language depends mostly on the methods the teacher uses.
true 3. Practice outside the classroom is an important part of learning for almost everyone.
true 4. Fear of making mistakes will slow down your learning more than making mistakes.
false 5. When you don't understand something, you should immediately ask for an explanation.
true 6. How long it takes to learn a language depends a lot on the learner's attitude.
true 7. Some languages are more difficult than others for native speakers of English.
true 8. Some people seem to be just born with an ability to learn languages.
true 9. Even though you may already prefer certain ways to learn, you can always try new strategies to improve.
false 10. All language learners should use imaginative strategies.

SAMPLE SESSION PLAN

13C. SDL: NEEDS ASSESSMENT

OBJECTIVES

Participants will identify steps in conducting a needs assessment using the Daily Activity Grid.

MINIMUM TIME

60 minutes

ACTIVITIES DESCRIPTION

Trainers did a skit, showing a PCV named Betsy as she began developing a language lesson for herself. One was Betsy and one was Betsy's Inner Voice (BIV)who told her what to do about her language learning. Betsy complained about her inability to understand what was going on with the language, and BIV reminded her of the Daily Activities Grid. With prompting from BIV, Betsy followed the following steps:

1. She drew a grid with days of the week across the top and the times down the sides, resulting in squares.
2. In each square she wrote where she was on a typical day.
3. She circled the squares that represented settings where she had to use or understand the new language.
4. She selected one setting where she was having difficulty but was motivated to try to make progress.
5. Reflecting on that setting, she answered questions about what people are doing, what they are talking about, what the purpose of the communications is, and what her role in the interactions is or could be.
6. She evaluated her strengths and weaknesses in speaking and listening and began to narrow her focus, indicating a desire to learn how to give compliments on the food that one teacher brings to tea.

After the skit, elicit the steps above from the participants, summarizing needs assessment outcome as answers to questions:

• Where are you?• Whom are you communicating with?
• On which topics? • For what purpose?

OTHER SUGGESTIONS

none

HANDOUTS/ VISUALS

• Flip chart with Betsy's daily activities, • Name tags,
• Flip charts for eliciting steps in the process

RESOURCES

Daily Activity Grid, *Learning Kiribati On Your Own*

GRID OF DAILY ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
AFTER 5:00							

ASSESSING YOUR OWN NEEDS

The Daily Activities Grid, developed for the Peace Corps by Anita Wenden, can help you reflect on the settings in which you interact with the local people in your site.

Directions

1. Fill out the grid (this sample has been reduced in size from the original to take up less space on the page). For each day and hour of the week,
   (a) write where you usually are at each of the times stated (change the hours to fit your own daily routine); and
   (b) circle or highlight (in *italics*, on the sample, below) the situations and times of day when you need to use your new language.

An example of a week in the life of one Volunteer in the Republic of Kiribati is given below (with the situations in which she needs to use the language italicized).

2. Review the grid to identify the social settings in which you need to improve your language. Then select the settings in which you find yourself most often or those areas where you want to work on your language.

3. Answer the questions below for each of the settings that you want to work on.
   - **Who is typically in this setting?**
   - **What happens in this setting?**
   - **What do you do in this setting?**
   - **What language skills are you required to use? (i.e., listening, speaking , writing, reading)**
   - **What are the topics of conversation in this setting?**
   - **How do you usually feel when you are interacting in this setting?**
   - **For what purposes are you expected to use (speak) the language in this setting? (Where are your strengths and weaknesses?)**
   - **What do you need to understand in this setting? (Where are your strengths and weaknesses?)**
   - **List any behaviors or customs in this setting that you do not understand or find strange.**

4. Variation: If the grid seems to repetitive for your living situation, try to fill in a grid for a Typical Weekend and a Typical Workday.

	Mon	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**	**Sun**
6:00	Home	Home	Home	Home	Home	Home	Home
7:30	*Walk to school*	*Walk to school*	*Walk to school*	*Walk to school*	*Walk to school*	Home	Home
8:00	Teacher's room School	Teacher's room School	Teacher's room School	Teacher's room School	Teacher's room School	Home	Home
10:30	*Tea break*	*Tea break*	*Tea break*	*Tea break*	*Tea break*	*Visit neighbor*	*Church*
11:00	School	School	School	School	School	*Visit neighbor*	*Church*
1:30	Plan with teachers	Plan with teachers	Plan with teachers	Plan with teachers	Plan with teachers	Home	*Friend's house*
3:00	*Post office*	*Store*	*Post office*	Home	*Store*	*A walk with friends*	*Friend's house*
4:00		*Play with children*		*Play with children*		*Walk with friends*	
5:00	*Neighbor's house*		*Friend's house*		Head teacher's house		
Evening	Home		*Friend's house*	*Meeting House*	Head teacher's house	*Meeting House*	Home

See Betsy's Teatime Lesson for a self-directed lesson that resulted from this grid.

SAMPLE SESSION PLAN

13D. SDL: LEARNING STRATEGIES AND NUTSHELL LESSON PLAN

OBJECTIVES

Participants will use language learning strategies and identify appropriate strategies for each stage of a self-directed lesson.

MINIMUM TIME

90 minutes

ACTIVITIES DESCRIPTION

1. Hand out the *Questions You Can Answer Without Thinking* quiz and ask participants to try to do it. After a few minutes ask each table group to compare answers and to discuss how they had reached their answers. Participants describe various kinds of strategies and note that some had used different strategies for the same item.
2. Ask participants to recall Betsy's Needs Assessment activity and results from previous session. Lead participants through the steps of the Nutshell Lesson Plan, asking them to describe a typical dialog-based classroom lesson while asking Betsy to describe the strategies she would use for each step. For example, the teachers would get the lesson content in the form of a dialog (or song or story or picture etc.) from a textbook. Betsy would have to obtain her lesson content "on the spot." The steps of "Focus Attention," "Comprehend" and "Remember" were paralleled and then the rest. Checking for Accuracy was added to the original lesson plan, and participants added monitoring to their handout.
3. At the conclusion of the lesson, note that self-directed learning could also involve more use of a textbook, a tutor, or informant. Contrast the Nutshell Lesson Plan with the Daily Language Learning Cycle in terms of prescribing drills and overly controlling student choices. Conclude by distributing handouts.

HANDOUTS/ VISUALS

•Flip chart of steps, • Quiz-*Questions You Can Answer Without Thinking* • Betsy's Tea Time Lessons
• Nutshell Lesson Plan

Which Questions Can You Answer Without Thinking ?

Read the following questions and circle those you can answer 'without thinking'.

1. Does the front door on your Peace Corps office open on the left side or the right ?

2. What's Napoleon's fax number ?

3. How do you get from where the bus stops to your front door?

4. What's a nine-letter word ending in 'y' that means a group of people who live near one another and share interests and resources?

5. COCONUT is to PALM TREE as INFANT is to........?

6. Which word in the following group doesn't belong?

   ship bus car house train

7. What's the answer to the following addition ?

   1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 =

8. Memorize the following list of words.

   bowl log painting chair
   cup sock TV set cigarette

A. Which of the above questions could you answer "without thinking?" Can you figure out what you probably did automatically in order to get the answer?

B. Now go back to the questions you could not answer "without thinking." Figure out the answer and write down what you did to get it. Then, compare your techniques with another participant.

C. These techniques which we sometimes use automatically or which we sometimes use more deliberately to deal with learning problems are called **STRATEGIES**.

Possible Strategies Used To Answer The Questions:

Here are some of the strategies session participants have identified to answer the "Questions Without Thinking"

1. visualization, acting out
2. knowledge of the world/history
3. visualization, drawing
4. word groups, visualizing the spelling
5. comparisons
6. word groups
7. writing things down
8. visualizing a scene

Betsy's Story: A Tea Time Lesson

This is a self-study lesson written as a model for Volunteers to use when learning language and culture on their own in their sites.

Betsy, a Volunteer in the Pacific country of Kiribati, looked at her Daily Activities Grid and decided to work on language to use at tea break at her school. She decided she could learn quite a bit on the spot, since tea break happens everyday, she was already fairly comfortable being around the other teachers there, and she would be able to observe or participate as much or as little as she wished.

1. Deciding What To Learn

Betsy began by reflecting further on tea break at her school. What topics do the teachers talk about? Do they ask me questions in their language or they tend to address me in English? Do I find myself sitting next to teachers who speak English well rather than sitting with those with lower English ability? What language do I need in order to get my tea? What language do I need to chat with the other teachers?

She decided to observe at tea time for a few days, noticing who talks to whom, the relationships between men and women teachers, where people sit, and what the general routine is. She knew that tea time is a good time to observe without being obvious because she would also be drinking tea and eating. She observed her own role—becoming aware of who talks to her, what they say, what she wished she could say to them. She thought about what she already knew and what she would have to do to become more a part of this group.

Next, Betsy chose objectives based on what she needed most. She already knows how to request tea-with lots of sugar. What she wants to learn now is how to converse with the teachers socially. She has to decide what specifically to focus on first, and chooses to work on the conversation about the food served at tea time and how to compliment food items brought by other teachers.

At school today, during tea time, Betsy will try not to get very involved in conversations in English or in the new language. She is there to listen and learn.

2. Developing A Lesson

Focusing Attention
Betsy pays attention to the area she has chosen: complimenting colleagues on the food they bring. She has decided to listen for food vocabulary, phrases for compliments and other language that is used as tea is served. She listens for the intonation used with compliments, the responses to compliments, and differences between men and women giving and receiving compliments. She is careful to listen for the word order in the statements and compares it to word order in questions.

Comprehending and Remembering

Betsy listens to specific aspects of the conversation and uses her knowledge of the language and her previous tea time experiences to make some guesses about unfamiliar expressions and phrases. She looks at people's facial expressions when tea is served and tries to guess when they are praising the food and the cook.

When she hears phrases that she doesn't know, she repeats them silently to herself so she can ask someone to explain them. She tries to remember new food vocabulary by thinking of the items within categories: things that are put in tea together and the new sweets by color or texture. She divides compliments by food and drink and homemade versus store bought items. As Betsy gets a feeling for the rhythm and melody of the sounds, she mentally links the sounds and the meaning. Immediately after tea time, Betsy writes down the new language and decides that next time she will bring her notebook and ask another teacher to help her write the new words and phrases right there as she hears them.

Creating the Conversation and Checking for Accuracy

Betsy now writes down what she wants to be able to say and understand, in the form of words, phrases and expressions that she wants to use, questions and expected answers, and a short dialogue that she thinks will work in the tea room. She uses a dictionary, consults a phrase list in the back of her PST language manual, but concentrates on using simple sentence structure that she knows she can manage. Finally, she checks her material for accuracy and authenticity with another teacher , asking for correct forms to use or more natural expressions. (The idea is to start with what you already know and then consult outside sources).

3. Practicing

Listening

Betsy doesn't stop eavesdropping. She listens for compliments at other events, such as parties or dinners, and adds those to her list.

Speaking

Betsy practices saying the new words and phrases until she can do it easily, without looking at notes. She plays some games with local kids to practice the names of food, putting descriptive adjectives or phrases on cards and matching them to certain foods that they like (or dislike). She tries out compliments on her neighbors and other acquaintances and looks and listens for their reactions.

Role-play

Finally, in a little role play, Betsy takes the role of the Volunteer and a friend pretends to be another teacher.

4. Using It

At the next tea time, Betsy waits for the appropriate moment, and surprises her colleagues with her ability to use the language to compliment them on the food they have brought. She rewards herself by having three extra biscuits and an extra spoonful of sugar in her tea.

5. Evaluating

Thinking about the experience
When she has a free moment, Betsy thinks about what happened and writes down some notes. Who did I talk to? What was the reaction of the teachers to my attempts at conversation? Which things that happened that surprised me?

New beginnings
Betsy compares her notes with her original phrases. What are the words and expressions I actually heard and used? What did I learn about the language? She starts listing different ways to compliment the food.

Culture
What have I learned about the culture of tea time at school? What are the conversation topics? Who talks with whom? What are the male/female relationships?

Telling others
Betsy asks another teacher a few questions that remain about the language and the culture and considers doing some drills or playing language games or maybe acting out one more role-play. She discusses the possibility of recording the next tea time and listening to the tape with a friend.

Learning how to learn
Betsy considers how effectively her learning methods worked for her.

- Did it help to write the dialog in advance, or would a collection of phrases have been more helpful?
- Was it worth the preparation and study or should I have just dived into the situation and done as much as I could on the spot?
- In which language areas do I need more practice? What can I do to get this practice?
- How will I remember the new vocabulary?

Planning another lesson
Now Betsy is ready for her next tea time and perhaps for a new topic of conversation. These are possible ways of following up that Betsy might consider:

- Record the tea-time conversation (make sure it's all right with the other teachers) to listen to later. Listen to the tape, repeating after the phrases and trying to figure out the meaning. Then try some of the new words and expressions the next day.
- Practice the language involved in polite passing of food items and requesting items with a friend the day before—by role playing, for example. Do the same with compliments and comments about the food that are appropriate in this situation.
- Tea time is a great opportunity to listen to small talk. Look for topics for other self-study lessons, such as one based on discussing the students in your classes? Learn the words and expressions the other teachers use to describe the students' work habits and intelligence, and their feelings toward them. Or learn to talk about the weather, next weekend's social events at the village meeting center or the party last weekend.

NUTSHELL LESSON PLAN

1. Decide what to learn

--assess your needs
--set goals

2. Develop a lesson

A. **With an informant:** create a dialog, learn a song, listen to a story, describe pictures, Q&A, etc.

B. **On the spot:**

(1) Focus attention: What should I pay attention to?
(2) Comprehend: how can I make sense of this?
(3) Remember: How will I remember it?

Check for accuracy

3. Practice

A. **With an informant:** "classroom" activities

B. **On your own:** eavesdropping, use kids as informants, ask phony questions, make sentences, etc.

4. Use It

5. Evaluate

--Did I get it?
--Did my approach work?

SAMPLE SESSION PLAN

13E. SDL: STRATEGIES AND NUTSHELL LESSON PLAN REVIEW

OBJECTIVES	Participants will: -review steps in a self-directed lesson -select strategies that are appropriate for each step
MINIMUM TIME	30 minutes
ACTIVITIES DESCRIPTION	Review: Match steps of a "lesson plan" with sample activities:

1. I described the following as an example of a Volunteer developing his own language lesson.

Situation: PCV Frank knows that he will eventually be running some meetings in the village. It is a kind of formal situation that he is not completely prepared for. He has decided that this will be the subject for a self-directed lesson. For this first time out, he will work on the rather complex opening statement and formal greetings that the leader gives.

2. We put participants into 3 groups and distributed one set of cards to each with headings or activities written on them. The participants needed to put the cards into a sequence, matching the activity(strategy) with the appropriate heading and then put them into a sequence for self-directed learning. When assembled correctly the cards displayed the information below:

-**Focusing Attention** (listen for formal greetings and welcome expressions; watch leader's eye contact and body language)

-**Comprehending** (listen for the very first words that the leader says; notice audience response, i.e. silence or continued chatter)
-**Remembering** (relate new formal greetings that you will hear with the informal ones that you already know; repeat expressions silently to yourself while the leader is saying them)
-**Check for accuracy** (write the formal greetings into a sequence and ask a friend to check them for accuracy)
-**Practice** (Ask a friend to say the greetings and repeat after him; role-play a little with your neighbor)
-**Communication (Use It)** (try these greetings out at the next meeting that you are leading)
-**Evaluate** (watch audience expression when you use the formal greetings at a meeting; ask respected village elders for advice on improving your greetings that you used at the beginning of the meeting; list the strategies that you used and decide which ones worked well and which didn't)

OTHER SUGGESTIONS The discussion that takes place when participants are organizing the cards is valuable

HANDOUTS/ VISUALS
- index cards with the above steps
- Resources for Learning a Language on Your Own

SAMPLE SESSION PLAN

13F. SDL: THE COMMUNICATION PROCESS

OBJECTIVES	Participants will: - Examine the communication processes of sending and receiving messages; - Brainstorm ways to use the reading with trainees and PCVS
MINIMUM TIME	45 minutes
ACTIVITIES DESCRIPTION	1. Assign the reading the previous day and ask participants to write three questions that they could give to Trainees. 2. In groups, participants compile and discuss their questions. 3. After 30 minutes, ask the entire group if they have questions about the reading, and if and how they could use this reading with Trainees or PCVs in order to build knowledge of subject (one of the elements of self-directed learning). (Participants agreed that they could use the article like we were, they commented that they had written similar questions, and that the article stimulated discussion. Sample questions from the participants were: • What two kinds of messages are sent when we communicate? • Name the three basic activities during communication. • How do we learn a foreign language? • How much weight should we give to 'form' of a language? • Appropriateness and accuracy are all essential goals of learning a foreign language. How would you balance the two in a learning context? • When does misunderstanding occur in communication? • Why are referential and social messages necessary in communication?
OTHER SUGGESTIONS	Potentially powerful reading for discussion of language and culture.
HANDOUTS/ VISUALS/ RESOURCES	*How to Be a More Successful Language Learner* by Thompson and Rubin (chapter 5)

HOW
TO DO IT

EVALUATING STAFF TRAINING EVENTS

WHY DO EVALUATIONS?

Like all other aspects of training, TOTs and other staff training events should include a formal evaluation by the participants. Elsewhere in this Resource Kit we discuss in more detail reasons why evaluation is important, and in particular its usefulness in refining and improving training design.

WHAT TO EVALUATE?

Evaluation forms typically ask for participant feedback on the usefulness of specific sessions, and the overall organization of the training. The scope and organization of your evaluation will, of course, depend on the different kinds of training event you are evaluating, and reflect the different goals of your particular event. For example, if your TOT includes a component to observe teacher performance and make final staff selections based on such performance, you will want to find out how effective and fair the process was from the participants' point of view. If you held the training in a new site you will probably want to include questions on how the participants felt about the logistical arrangements and the location of the event.

In Section 3 (Curriculum Development) there is a discussion of general guidelines offered by the *PATS Training Supplement* on the kinds of information (about content, process, management and outcomes) that your evaluation should be designed to elicit. You should review that information before designing an evaluation form for your own TOT. But remember that you will also want to design an evaluation form and process that will get the kinds of information that you consider most necessary for your specific needs.

WHEN TO EVALUATE?

The most typical time to ask for an evaluation is at the very end of the TOT when participants' memories about design and delivery are still fresh. However, some programs also ask teachers to evaluate the TOT as part of the overall training at the end of the PST. This allows participants to comment on how useful various elements were at preparing them for the PST. By seeing how prepared (or unprepared) they were for various duties, it allows them to give specific practical suggestions for future trainings.

HOW TO EVALUATE?

The pros and cons of various program assessment instruments (open-ended responses vs. numerical ratings, written form vs. oral interview. etc.) are discussed in other sections of this Resource Kit (in the discussions of needs assessment and curriculum evaluation in Section 3 (Curriculum Development), and in Section 7 (Assessment). You may want to review those sections before you decide on a final format for your own evaluation. As with all evaluation, you should strive for a system that is easy to administer and analyze, and that elicits useful information for redesign and improvement of future TOTs.

SAMPLES FROM THE FIELD

SAMPLE TOT EVALUATION FORMATS

Here are two evaluation forms that were developed for different kinds of TOTs. The first is a general TOT evaluation developed by Peace Corps Romania. The second is the form that was developed to evaluate not only the TOT sessions but also the teacher selection process in a Selection TOT developed by Peace Corps Nepal. As with many of the forms included in this manual, the space provided for participant responses was larger than shown here.

TOT EVALUATION FORM
PEACE CORPS/ROMANIA

(1 = strongly disagree 3= indifferent 5 = strongly agree)

1. The TOT was well organized : 1 2 3 4 5
2. The objectives were clear to me : 1 2 3 4 5
3. The objectives were fully met : 1 2 3 4 5
4. The content was relevant to my work: 1 2 3 4 5
5. My attendance at the TOT will prove beneficial : 1 2 3 4 5
6. I felt I was encouraged to participate : 1 2 3 4 5
7. Overall, I consider the workshop (poor to excellent): 1 2 3 4 5
8. I feel I am prepared to teach: 1 2 3 4 5
9. The sessions were well sequenced: 1 2 3 4 5
10. I feel I have a good understanding of what it WILL be like : 1 2 3 4 5

The atmosphere was :
The presentations were :
The materials were :
The Practice teaching was :
One session I liked in the TOT was:
  because:
One session I thought was not so useful was:
  because:
One important thing I learned is :
One suggestion I would like to make :

SCREENING WORKSHOP
EVALUATION SHEET
PEACE CORPS/NEPAL

We want to make sure that this workshop meets your needs and presents information to you clearly and simply. With this in mind, we ask for your comments here:

Would you please take a moment to fill this out and send it back ? We will take your comments into account for future use. Thank you ! Please return this form to: ____________________

Your Name and Address (optional)

Please give examples ! Which session (s) of the Screening Workshop have you found most and least useful:

1. Qualifying process was helpful or not helpful because -
2. Guidelines for Professional Trainer Behavior was important / Not important for my need because -
3. Adult Language Learning was useful or not useful for me because -
4. Feedback (Theory and Practice) was useful or not useful for me because -
5. Learning Style sessions were useful or not useful for my needs because -
6. Language demonstration lessons were helpful or not helpful because -
7. Peer Teaching was good or not good for me because -
8. Individual Progress Conference was helpful or not helpful for me because -

HOW TO DO IT

TOT FINAL REPORTS

PURPOSES OF A FINAL REPORT

Writing a final report of your TOT is important. It establishes a record of how the training was organized, what worked well and what didn't, and what particular recommendations you have for future training events. Although the final report for TOTs is generally not as extensive as those for PST, they are nonetheless a valuable tool in upgrading and improving your training design. A number of final reports from different kinds of TOTs are included on the CD-ROM that accompanies this manual and can be used as another source of information on different kinds of program designs.

FINAL REPORT FORMAT AND TOT PLANNING

Also, like PST Final Reports, it's important to set up a procedure for recording session designs and, in particular, making comments about their effectiveness and any recommended changes **while** you are conducting the TOT. Although this initial evaluation is from the trainer's perspective, it still provides important information for others who might want to replicate or revise the session. While these session descriptions may not appear in their full form as part of your final report, they are nonetheless important. You can integrate information from participant evaluations at a later stage. Other typical contents, (such as a program overview descriptions or schedules) will need to be part of your TOT preparation process, anyway. So formulating a final report should be neither difficult nor time consuming.

BASIC ELEMENTS OF A TOT FINAL REPORT

TOT Final Report formats are much less extensive than those required for PSTs, and they vary from post to post. But at a minimum, they should contain the following:

- information on logistics and scheduling–where the TOT was conducted, how long, etc.
- description of training staff and participants (number, background, required skills, etc.)
- overview of program goals and objectives and the basic design of the event (number of days
- information on sessions and schedule
- summary of participant evaluations
- recommended follow-up training needs for this group.
- recommended design changes for this kind of TOT that would make it more effective for the next group.

SAMPLES FROM THE FIELD

SAMPLE TOT FINAL REPORT

Here is the final report of a TOT developed by Peace Corps Bulgaria. Although the schedule for this TOT is not included in the final report format, a descriptive overview provides an accurate record of the major design features.

Peace Corps / Bulgaria
Training of Trainers
May, 17 - 19 & June 6 - 7, 1996

Final Report

Time
The TOT was held in two rounds of 5 days altogether - May, 17 - 19 and June, 6 - 7. The workshop was followed by one week of preparation and lesson planning for the language staff prior to the Trainees' arrival.

Site
The venue of the TOT Workshop was very convenient with a nice training room which allowed for a comfortable and relaxing atmosphere. This was very important having in mind that the first TOT was the final selection stage for the new applicants and the second TOT brought together teachers that had worked previously for PST '95 and ISTs during the year for the currently serving volunteers.

Workshop Goals

- To familiarize participants with Peace Corps - its history, goals and language training program.
- To help participants develop appropriate teaching skills for a Peace Corps' competency-based approach
- To help language training staff to build teamwork and plan for upcoming Pre-service Training.

Facilitators
Main facilitator: Language Coordinator, Peace Corps/Bulgaria Co-facilitators: Program and Training Specialist, Peace Corps/Bulgaria 2 Lead Teachers (the members of the Curriculum Development Team) Language Instructors that have been working for Peace Corps since PST '95.

Participants

There were 15 participants at the first TOT - 12 Bulgarians and 3 Macedonians. For all of them this was the first encounter with Peace Corps' methodology and training principles. The teachers were selected after a two-step procedure, which included a careful study of their application papers and an interview held with the PTS, the Language Coordinator and the Lead Teachers. The PC PTS and the PST Project Director attended the opening sessions of the first TOT and they both introduced themselves to the participants which had a very positive effect on the whole group.

Procedures for Selection

The people selected to come to this final selection stage had to submit a lesson plan of one of the lessons from the PST Language Manual distributed to them after being selected at the interviews. At the end of the first and second day of the TOT they had been given homework assignments - to write out the cultural notes that they think should be incorporated in a lesson on a certain topic; to write out one stage of a lesson plan (lessons from the Manual were distributed). On the final day the participants had to present a lesson using appropriate visuals and materials.

After the TOT the Language Coordinator and the two lead teachers discussed their observations and went over the assignments and the lesson plans submitted and selected 6 people to work with the 6 teachers from last year's PST. These 12 people were invited to the second TOT at which the people from last year facilitated some of the sessions.

Workshop Procedures

As most of the participants were new to Peace Corps, the first round of the workshop was devoted to information about Peace Corps, the organization of the whole training process, Peace Corps training philosophy. Most of the participants commented in the breaks and in their evaluation forms at the end of the first TOT on the amount of useful information they received during these two days. As the workshop progressed, practice dominated over theory. The participants were invited to actively participate in every session. The activities were designed for all possible pair and small group formations to encourage voicing opinion, lively discussions and debates. For the most part the sessions were practically-oriented and participants were expected to do lesson plans and to do micro-teaching as well. Though few of the participants had met each other before, they got to work very well together and made an active team right from the start. They felt easy and relaxed with each other. This provided a wonderful atmosphere for comments and discussions, for offering suggestions.

The second round of the TOT was for all the teachers selected to work for PST '96. "Old" and "new" teachers worked very well together. There was not any frustration among the group. "Old" teachers were eager to share their ideas with the "new" ones, while exhibiting great tact without being imposing. "New" teachers were responsive and eager to ask questions, while giving new ideas about certain aspects of the training.

Materials

A good stock of materials was used and all the information presented in all the sessions was supported by appropriate handouts for the participants. Basically, the materials used were:

- Peace Corps Language Training Curriculum
- TEFL/TESL: Teaching English As a Foreign or Second Language
- Language Training Reference Manual

- Teacher Training Through Video:
  A Training Resource Guide
  ESL Techniques - TPR
- TOT materials on disk from OTAPS and other posts

For any further reference see the *TOT folder* with TOT schedule, session design, handouts and transparencies.

Achievements

The greatest achievement of the workshop was that people got to know each other and they got quite a clear idea of what their work with Peace Corps would be. They not only fell into the spirit of team work but seemed to enjoy it as well. On the whole, they seemed to make a very good team.

The fact that the new applicants had been asked to write out a lesson plan prior to the training helped a lot to assess the skills they had in this area before being acquainted with the Peace Corps language program requirements.

It was really nice that the "old" teachers were asked to facilitate some of the sessions in the second round of TOT. This raised their confidence and was a good sign to the "new" people that opinions are valued and responsibilities shared among everybody.

This year the first round of the TOT was extended to three days as compared to last year when it was only two. One day really mattered for the selection stage of the training since there was adequate amount of time devoted to the more practical aspect. This gave a better idea of the teaching skills of the participants. The second round was also more effective, since half of the people were familiar with Peace Corps training methodology.

It was nice that Peace Corps provided lunch for the participants. Having lunch together brought all the participants together and this helped to establish a relaxed working atmosphere among both facilitators and participants.

General Recommendations

- The TOT schedule and session design for next year should be carefully thought over. Special sessions should be designed especially for the language instructors who will have had two years of experience with Peace Corps.
- Involve as many people as possible in facilitating sessions.
- More specific cross-cultural training should be provided for the language staff.
- Plan for the "new" language instructors to meet with some of the currently serving Volunteers, just to provide an opportunity for them to talk to them. This will be the first encounter for most of them with Americans.
- Think about ways to involve Volunteers in the selection process.

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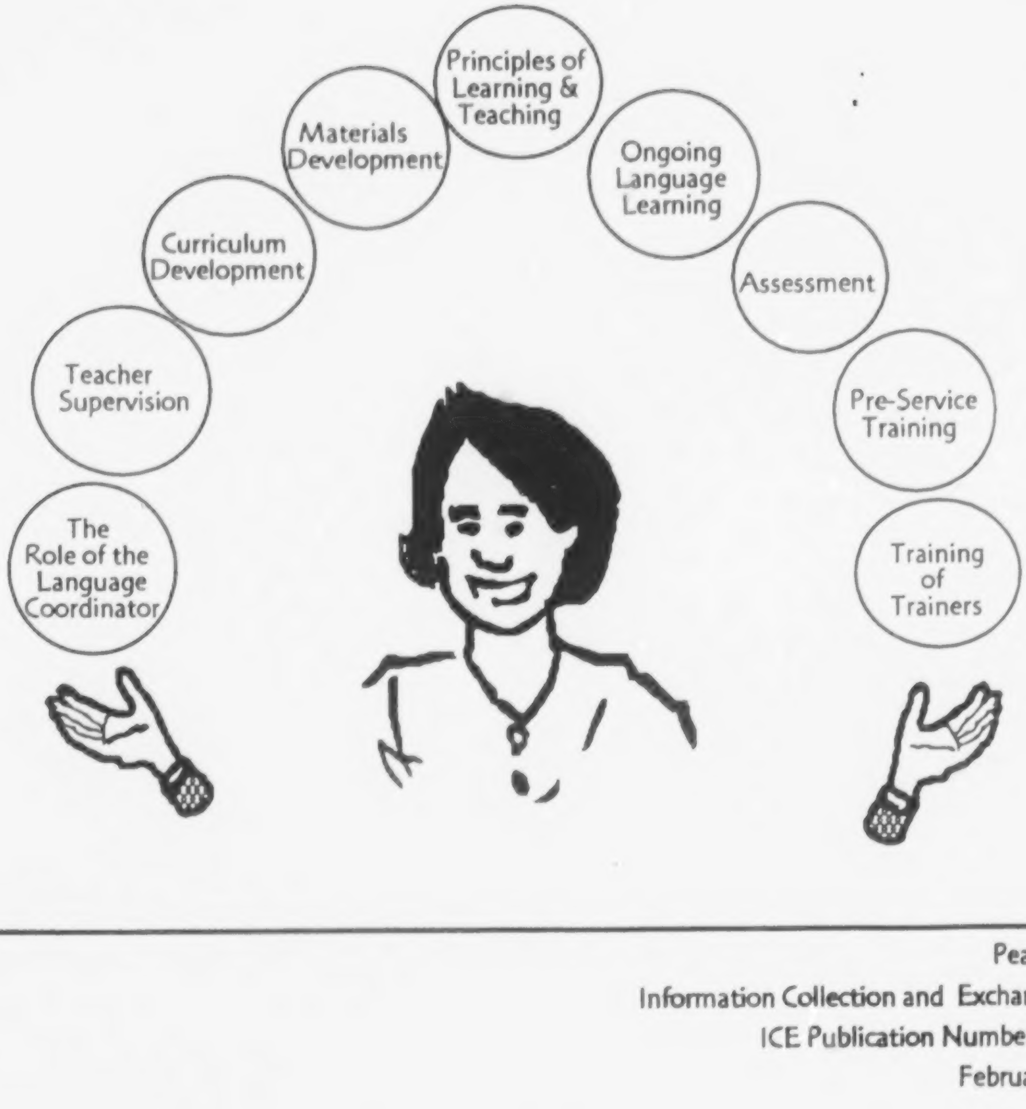
LANGUAGE COORDINATORS RESOURCE KIT

SECTION TEN

PICTURE BANK


Principles of Learning & Teaching
Materials Development
Ongoing Language Learning
Curriculum Development
Assessment
Teacher Supervision
Pre-Service Training
The Role of the Language Coordinator
Training of Trainers

Peace Corps
Information Collection and Exchange (ICE)
ICE Publication Number T0100
February 1998

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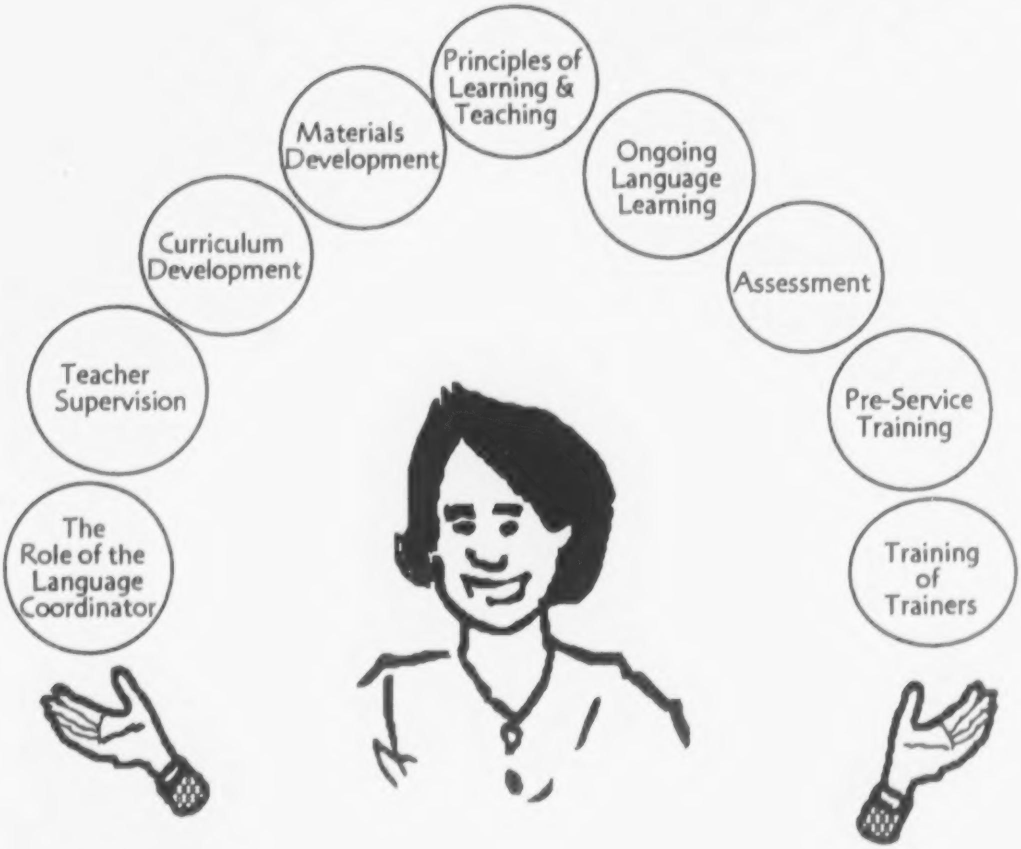
LANGUAGE COORDINATORS RESOURCE KIT

SECTION TEN

PICTURE BANK


The Role of the Language Coordinator
Teacher Supervision
Curriculum Development
Materials Development
Principles of Learning & Teaching
Ongoing Language Learning
Assessment
Pre-Service Training
Training of Trainers

Peace Corps
Information Collection and Exchange (ICE)
ICE Publication Number T0100
February 1998

INFORMATION COLLECTION AND EXCHANGE

Peace Corps' Information Collection and Exchange (ICE) makes available the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their counterparts to development organizations and workers who might find them useful. ICE collects and reviews training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps-generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

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Peace Corps
Information Collection and Exchange
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Washington, DC 20526

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SECTION 10.
PEACE CORPS PICTURE BANK

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OVER VIEW

USING THE PICTURE BANKS

In many countries, it is difficult to obtain supplementary visual aids to enhance learning materials and classroom activities. To help Language Coordinators meet these needs, we have compiled a catalog of pictures that have been developed by Peace Corps Language programs to be used in teaching materials and classroom activities. They have been grouped into two different separate files.

COMPLETE PEACE CORPS PICTURE BANK

The first file is a collection of several thousand pictures that have been created by different Peace Corps countries. This section contains a printed "thumbnail version" to assist you in selecting and locating the pictures on the CD-ROM. They are organized by various competency topics, and each has a descriptive title that will enable you to locate it on the CD. Although the printed versions of these images are small, the actual images are of varying sizes and qualities. While most can be accessed with the basic software available on most computers, some images may need specialized software to open at your particular post.

SELECTED HYPER-CARD PICTURE BANK

In order to make access and use of pictures as easy as possible, this Kit also contains a second picture bank that is easy to use and does not require complicated soft-ware to access or adapt. It has been created with simplicity of use and adaptability in mind, and allows you to change existing images or create your own. This Hypercard Picture Bank consists of two parts:

PICTURE BANK (SELECTED)

This file contains hundreds of selected images taken from the thousands of images in the Picture Bank found on the Resource Kit CD. The following is a list of important points about using the images in this program.

1. Click on 'NEXT' below to access the menu. Click on a category (Daily Routines, for example) and then click on an image title in the scrolling field (example: Digging a well). This will access the image.

2. To copy the image, click on 'copy' at the bottom of the screen and wait until the cursor changes to a watch and then back to a hand again: this takes a few seconds, so be patient. Everything inside the small corner marks is copied.

3. The copied image is now in the clipboard. Click on 'open Word' to get to a dialog box that allows easy access to any Word file.
***Note: On machines with limited RAM, quit this program before opening the Word document.

4. Once in the Word file, place the cursor at the desired location, click, and paste the image. Double click on the image to edit the image inside Word. Word allows adding text, resizing, and other editing features. If these images are too big, resize them in Word's editing window by clicking on the image and pushing a small corner 'handle' to the center.

5. To modify the image, click on 'DRAW' to go to the draw program. Once there, go to a blank screen and paste the image. Go under 'Tools' in the menu bar and select tools to use with the image. HyperCard offers lots of sophisticated editing tools, so explore Tools, Paint, and Options for powerful drawing possibilities. Once the image is edited, use the lasso or rectangular marquee tool to select the image. At that point, copy the image for pasting into another program. It is also possible to create new images in the draw program, but remember that no image may be saved in the draw program: copy and paste (into Word, for example) to save images.

6. ***Note: Images in this program are very different from those in the complete Picture Bank. These selected images are very small in size. They are all 72 dots per inch, no more than 240 pixels high, and are just black and white. As a result, they are very easy to edit and take up a small amount of space in a word processing document (about 10K for most). Images in the complete picture bank can be as large as 400 dpi and can take up a lot of space in a program. However, these larger files may produce better results when printed than the images here. Experiment to see which ones work best. File names are generally the same between these selected images and those found in the complete Picture Bank. Refer to the printout of the Picture Bank to find files.

DRAW

Use this program to create new black and white art or to edit images from the **Picture Bank (Selected)** files. (See below for more information on those pictures.)
Copying , modifying and creating images:
You can bring black and white images into this program by copying them in another program (command + C) and pasting them into a drawing screen in this program (command + V). The "Picture Bank (selected)" program lets you do this with the click of a button.

Click on 'Help' below to learn about the drawing tools. When using the program, wait for the small wristwatch to disappear before clicking again.
Once an image is on a drawing screen, it can be edited and copied so it can be pasted into another program like Word. The tools in this program allow a wide range of possibilities. You must explore them as it is impractical here to give a detailed explanation of all their capabilities. However, click on "Help" below to get a basic introduction to using these tools.

Note that only the drawing screens allow access to the drawing tools. If this program is on a CD, the drawings cannot be retained here after quitting. Transfer the program to a hard drive to have the images retained here. (You cannot add new data to a CD). Since there are only 4 drawing screens, it is a good idea to erase the image after pasting it into another program. It can always be copied out of that program and brought back to this program at a later date. Use this as a drawing tool, not as a storage medium.

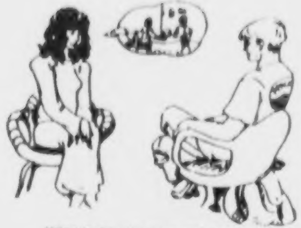
PLACING IMAGES INTO WORD DOCUMENTS

Once in Word, paste the image into the correct position. Note that the image can be moved left to right in Word by clicking once on the image and adjusting the margins in the ruler. Click twice on the image to open Word's image editing window. It will ask you if you want to reduce the colors to 8 levels, and you should click on OK at that point (there are only 2 colors with these images). Word lets you add text to the image and do other basic operations.

To resize the image in the edit window in Word, click on the image and scroll to the lower right corner. Notice a small black dot there. Place the mouse arrow on the dot, click, hold down, and drag to the center. The image will change shape. To get an exact reduction, look at the measurements that appear at the bottom of the window when you first click on the dot. A little simple math will help you find the perfect place to get an exact reduction or enlargement. (Example a 2"x 4" image is in proportion as a 1"x 2" image). Close the window, and the newly changed image will appear in your Word document.

Practice selecting, cutting, and pasting to get the most out of this program.

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures: Personal Introduction/Meetings


Making an Appointment accepting an invitation
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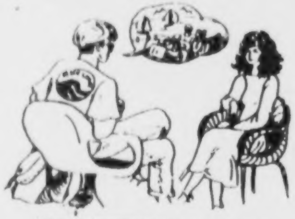
Making an Appointment accepting an invitation 2
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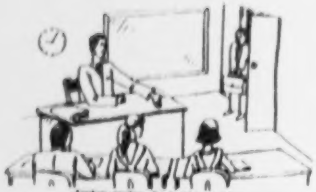
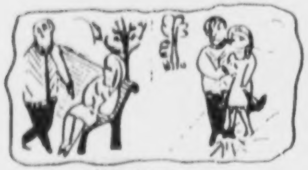
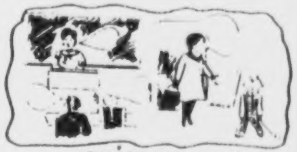
air meeting
1329x579, 1bit, 18.5KB


Apology apology for b. late at school
1358x812, 1bit, 29.9KB


Apology Apology1 in park
1298x758, 1bit, 35.6KB


Apology Apology2 in class
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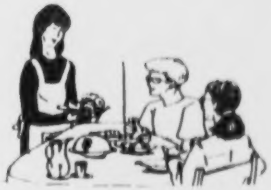
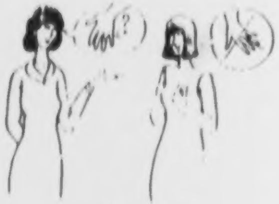
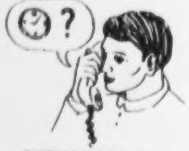
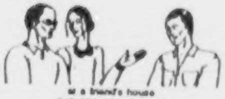
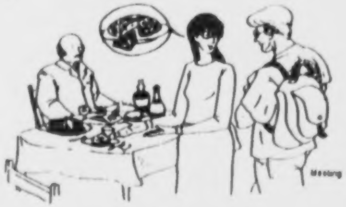
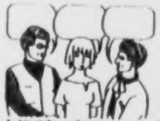

appropriately as a guest
1178x828, 1bit, 27.4KB

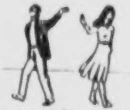

are you married
1180x900, 1bit, 21.7KB

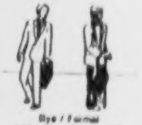

arranging a meeting by phone
780x664, 1bit, 14.7KB

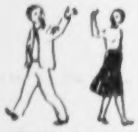

at a friend's house
942x354, 1bit, 11.3KB

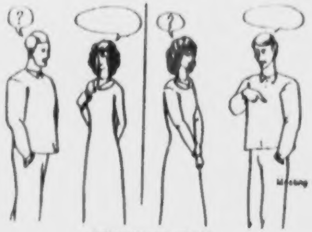

at a reception
1470x940, 1bit, 35.3KB

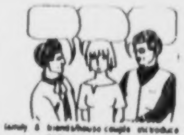

Meeting family & friends/house Browns Introduce Themselves (R)
637x493, 1bit, 23.0KB

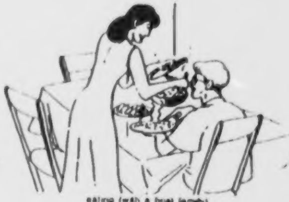

Bye
880x473, 1bit, 14.6KB

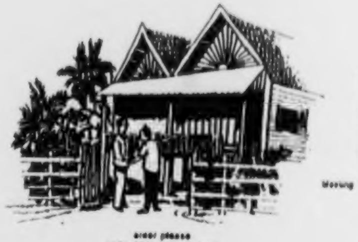

Bye / Formal
503x483, 1bit, 15.3KB

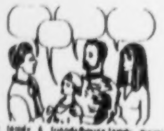

Greetings with Africans bye!
652x580, 1bit, 11.2KB

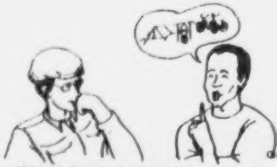

conversation (he and she)
1305x985, 1bit, 29.2KB


Meeting family & friends/house couple introduce self
637x493, 1bit, 23.1KB


eating (with a host family)
1248x824, 1bit, 24.6KB


order please
1424x982, 1bit, 61.2KB


Meeting family & friends/house family meets fri
620x500, 1bit, 25.4KB



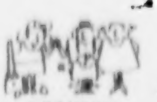
Making an Appointment 2 friends planning a weekend
1296x706, 1bit, 18.4KB

Greetings with Africans good m
616x544, 1bit, 8.0KB

Greetings with Africans good afternoon formal
784x556, 1bit, 10.3KB

Good bye
592x478, 1bit, 13.5KB

Greetings with Africans good bye formal
852x572, 1bit, 10.8KB



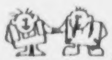
greeting host family
808x357, 1bit, 8.0KB

greetings
1305x606, 1bit, 21.2KB

family & friends/house Hallway Go
615x490, 1bit, 23.3KB

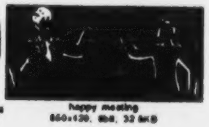
handshaking
864x838, 1bit, 13.9KB

handshaking (only hands)
470x235, 1bit, 2.7KB



handshaking 2
484x248, 1bit, 4.2KB

handshaking big to small
496x460, 1bit, 5.9KB



happy meeting
860x420, 8bit, 32.8KB

Have a nice day, Tanzania
544x1007, 1bit, 10.1KB

Hello
593x488, 1bit, 13.3KB

Hello / Formal
561x473, 1bit, 13.1KB

Greetings with Africans fol
738x580, 1bit, 9.3KB

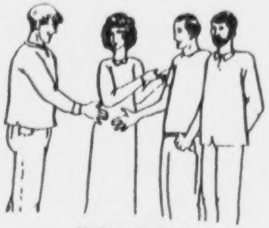
10, how is it going
513x433, 1bit, 14.8KB

10 man and woman
593x460, 1bit, 12.8KB

Apology I don't understand 1
687x594, 1bit, 10.2KB

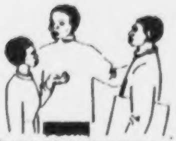
Apology I don't understand 2
606x568, 1bit, 9.9KB

Apology I don't understand 3
687x582, 1bit, 10.5KB



Introducing at workplace
1140x969, 1bit, 27.2KB

introducing oneself
1160x884, 1bit, 18.2KB



Greetings with Africans introducing x to y
732x584, 1bit, 11.8KB

Greetings with Africans introducing y to x
728x582, 1bit, 10.8KB

Making an Appointment invitation to a theater
1332x704, 1bit, 22.2KB

Making an Appointment invitation to a wedding
1140x920, 1bit, 26.8KB

Apology leave taking
888x340, 1bit, 10.5KB

Apology leave taking II
830x320, 1bit, 8.1KB

5

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Personal Introduction/Meetings

leaving puddely
1187x627, 1bd, 18.5KB

Lets Introduce
1202x1696, 1bd, 82.5KB

...eting family & friends/house man introduc...
627x498, 1bd, 24.5KB

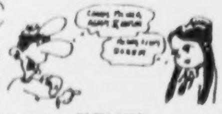
...family & friends/house man introducing
632x500, 1bd, 22.3KB

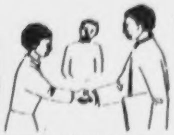
Greetings to teach man...
619x495, 1bd, 25.8KB

...friends/house man...
640x496, 1bd, 24.9KB

...Greetings to teach man introduc
623x500, 1bd, 24.4KB

...mily & friends/house man introduces woman
630x501, 1bd, 20.7KB


meeting people
930x474, 1bd, 12.3KB


Greetings with Africans nice to meet you
740x594, 1bd, 10.6KB

Nice to meet you
612x484, 1bd, 17.8KB

Nice to meet you (in Swahili)
652x548, 1bd, 10.0KB

Making an Appointment 2 On the phone
619x486, 1bd, 10.5KB

Making an Appointment 2 On the pho
626x481, 1bd, 18.6KB

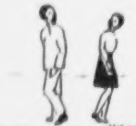
outdoor prayer meeting
1312x832, 1bd, 51.6KB

PCV talking to a Turkmi girl
928x560, 1bd, 13.9KB

PCV talking to Turkmi girl
952x576, 1bd, 13.8KB

Greetings with Africans see ya
752x552, 1bd, 10.3KB

See ya later
534x390, 1bd, 15.8KB


Greetings with Africans see ya
528x538, 1bd, 7.3KB

Making an Appointment 2 So we'll meet at U...
620x496, 1bd, 23.5KB

Thank you for the complement
600x491, 1bd, 18.1KB

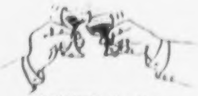
This is Mr
615x478, 1bd, 21.4KB

This is Me
611x478, 1bd, 19.5KB

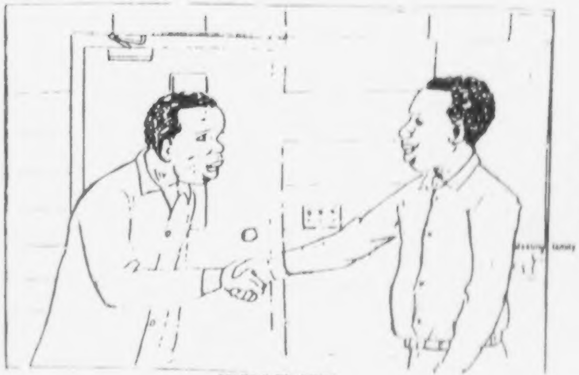
Meeting family & friends/house This is the bathroom
611x483, 1bd, 23.2KB

Meeting family & friends/house This is Your Bedroom
625x505, 1bd, 22.8KB

Meeting family & friends/house three people talk
607x498, 1bd, 20.6KB


toast (hands with goblets
896x434, 1bd, 8.0KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Personal Introduction/Meetings


two african men greeting
2656x1848 1bit 105.9KB

Meeting family & friends/house two couples at [illegible]
817x494 1bit 28.0KB

visit to village
1380x802 1bit 85.6KB

family & friends/house Welcome In...
632x502 1bit 20.3KB

welcome/farewell kiss
758x580 1bit 14.4KB

What a nice hat
815x478 1bit 21.3KB

Meeting family & friends/house What a nice house
815x474 1bit 22.2KB

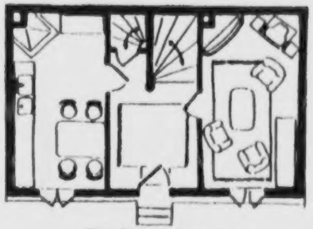
woman & man shaking hands
850x750 1bit 14.5KB

waving
489x498 1bit 7.4KB

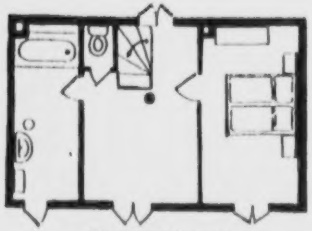
you are welcome
1240x912 1bit 41.6KB

887

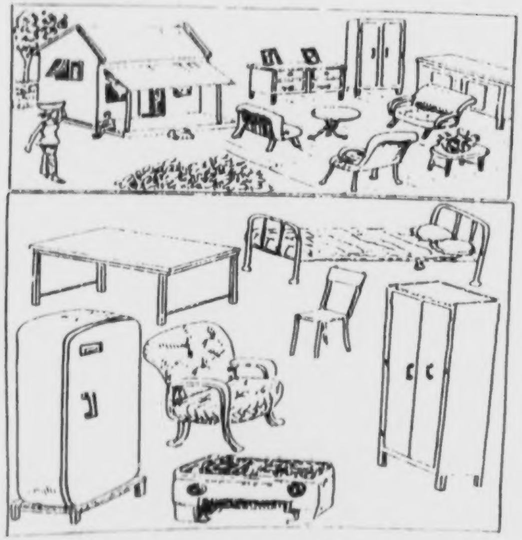
863



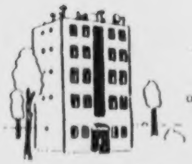
Places Rooms 1st floor layout
1332x976, 1bit, 49.3KB



Places Rooms 2nd floor layout
1340x1024, 1bit, 39.4KB

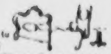


Objects Furniture african house (outside&inside)
3041x2034, 1bit, 216.0KB



House/Buildings apartment building
808x718, 1bit, 16.8KB

Objects Furniture bath tu
73x30, 32bit, 9.2KB

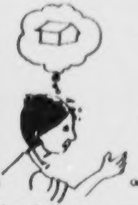


Objects Furniture bedroom
434x233, 1bit, 3.5KB

Places Rooms bedroom
456x428, 1bit, 24.4KB

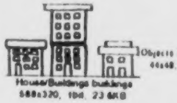
Objects Furniture bookcas
45x30, 32bit, 7.5KB

Objects Furniture bookshel
456x642, 1bit, 14.2KB



Where do you live? boy thinking about home
660x864, 1bit, 60.1KB

Objects Furniture Broken things in the house
787x614, 1bit, 13.2KB



House/Buildings buildings
688x320, 1bit, 23.6KB

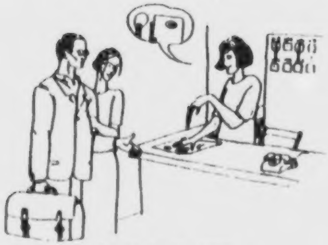
Objects Furniture cabinet,
44x48, 32bit, 8.9KB

House/Buildings chair
156x204, 1bit, 4.6KB

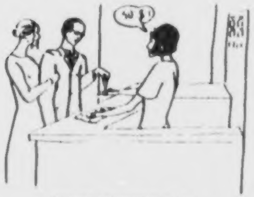
Objects Furniture chair
33x42, 32bit, 8.0KB

Objects Furniture chair 2
41x50, 32bit, 8.6KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Accommodation/Home/Buildings



Dialogs checking into a hotel
1400x1064, 1bd, 31.5KB



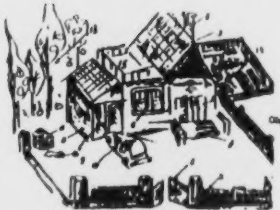
Dialogs checking out of a hotel
1082x848, 1bd, 20.5KB

House/Buildings church
408x312, 1bd, 18.6KB

House/Buildings church building
1104x738, 1bd, 27.0KB

House/Buildings church2
53x51, 32bd, 11.2KB

Objects Furniture couch
78x55, 32bd, 17.6Kb

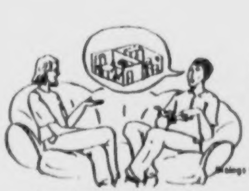


House/Buildings description of a house
1172x906, 1bd, 53.1KB

Objects Furniture desk
40x52, 32bd, 9.8KB

Objects Furniture desk
82x40, 32bd, 16.3KB

Objects Furniture dial_pho
60x36, 32bd, 8.9KB



Dialogs dialogue describing apartment
1068x752, 1bd, 21.3KB

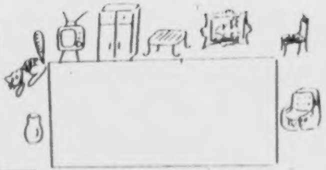
Dialogs Discussing Apartment discussing apartment
825x488, 1bd, 23.6KB

House/Buildings door with no
248x296, 1bd, 2.2KB

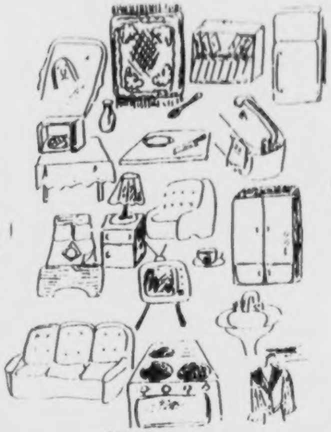
Objects Furniture entry way
1250x1240, 1bd, 30.8KB

Buildings family house of
102x50, 32bd, 23.7KB

Where do you live? Eight Where do you live? Eight in US question
612x720, 1bd, 45.8KB 434x602, 1bd, 36.0KB



Places Rooms furniture in room
1300x732, 1bd, 15.7KB



Objects Furniture furniture
1410x1885, 1bd, 73.3KB

Dialogs girl at desk asking for tel
1100x881, 1bd, 92.1KB

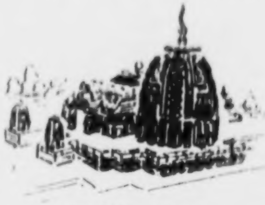
Dialogs girl at desk asking for food
892x802, 1bd, 78.2KB

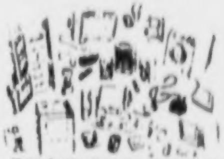
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Accommodation/Home/Buildings

pt Discussing Apartheid going up the
630x481, 1bit, 18.8KB

Dialogs girl & desk gets prices to to
1084x804, 1bit, 120.4KB

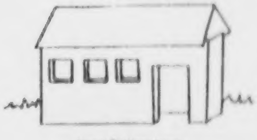
House/Buildings hd is describing a house
1048x728, 1bit, 10.5KB


House/Buildings hindu temple
1204x904, 1bit, 34.5KB


Objects Furniture Home electrical appliances
945x883, 1bit, 30.7KB

Dialogs hotel reception
600x454, 1bit, 23.5KB

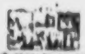
Objects Furniture hotel rm
344x230, 1bit, 3.4KB


House/Buildings house
1136x820, 1bit, 8.4KB

House/Buildings house plan
152x131, 1bit, 0.5KB

House/Buildings house construction
1214x718, 1bit, 14.0KB

House/Buildings house in mountains
558x500, 1bit, 34.0KB


House/Buildings house photo
333x215, 32bit, 280.3KB

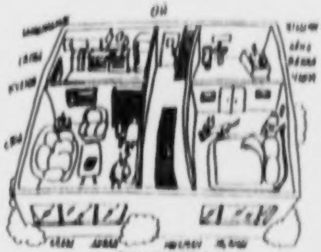
House/Buildings house photo 1
431x273, 32bit, 463.4KB

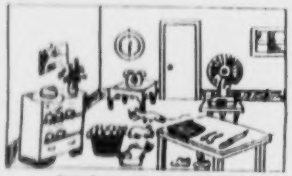
Where do you live? I live in a
441x687, 1bit, 38.4KB

Where do you live? I'm from the north
588x637, 1bit, 48.5KB

Places Rooms inside a house
1404x1220, 1bit, 83.8KB

Places Rooms inside African house
1096x860, 1bit, 82.8KB


Places Rooms inside flat
1480x1084, 1bit, 50.5KB

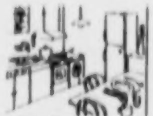

Places Rooms inside room preparations
1230x788, 1bit, 20.6KB

House/Buildings inside sitting room
1336x730, 1bit, 35.0KB

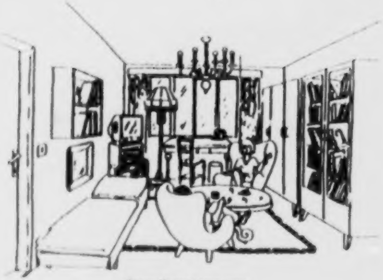
Objects Furniture key with number
170x158, 1bit, 1.0KB

Objects Furniture keys
212x230, 1bit, 1.9KB

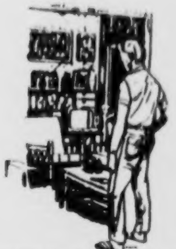
Places Rooms kitchen
1376x812, 1bit, 33.5KB


Places Rooms kitchen C2
617x409, 1bit, 24.0KB

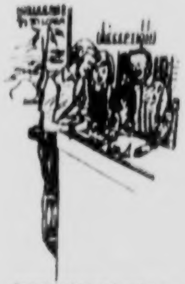
Dialogs leaving key at desk
1080x1047, 1bit, 42.7KB



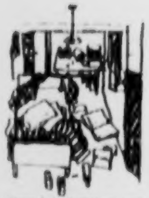
Places Rooms Living room
1672x1192, 1bd, 105.5KB



Places Rooms livingroom man standing in door
720x1099, 1bd, 35.7KB

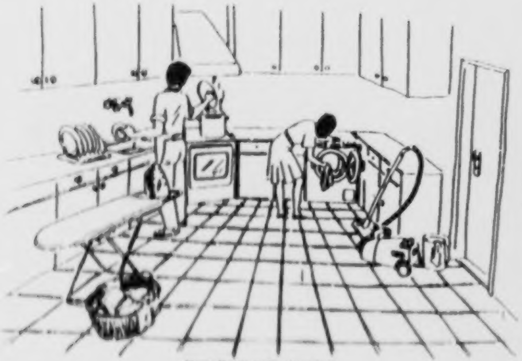


Dialogs man&woman in reception
708x1211, 1bd, 31.3KB

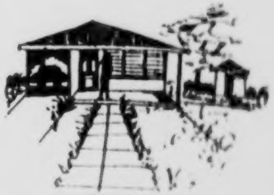


Objects Furniture mess in room
610x836, 1bd, 23.6KB

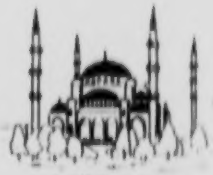
Objects Furniture mirror round
44x47, 32bd, 8.7KB



Places Rooms modern household
2256x1640, 1bd, 88.4KB



House/Buildings modern US house
1106x839, 1bd, 27.6KB



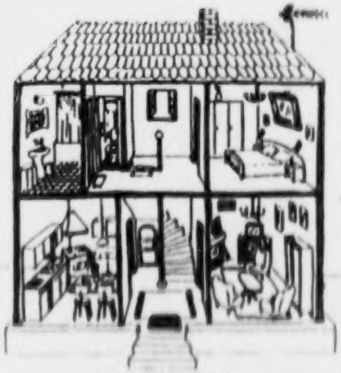
House/Buildings mosque
1002x750, 1bd, 21.0KB

Objects Furniture open [illegible]
57x48, 32bd, 10.4KB

Dialogs Renting Apartment opening
613x600, 1bd, 10.6KB

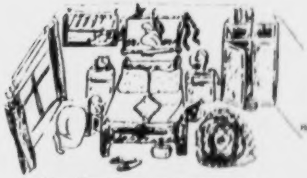
House/Buildings opening [illegible]
[illegible], 1bd, 4.8KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Accommodation/Home/Buildings



Houses/Buildings inside of a house
1030x1033. 1bit. 97.0KB

Objects Furniture picture[illegible] Objects Furniture picture on the
37x41. 32bit. 6.5KB 40x55. 32bit. 10.8KB

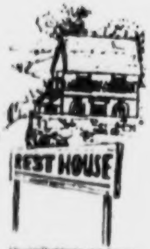


Places Rooms prepositions man in bedroom floor
1316x760. 1bit. 45.5KB

Houses/Buildings profile of a house
355x240. 32bit. 331.6KB

Objects Furniture radio set
210x324. 1bit. 2.2KB

Objects Furniture refrigerat
54x71. 32bit. 15.6KB



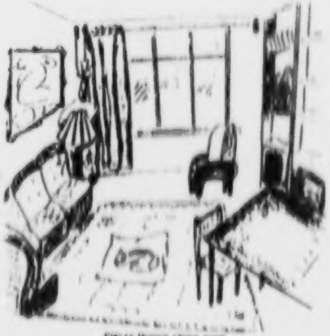
Houses/Buildings rest house
824x1081. 1bit. 25.0KB

Houses/Buildings room (scheme)
1244x820. 1bit. 16.9KB

Places Rooms [illegible]
580x612. 1bit. 33.5KB

Objects Furniture rug
78x52. 32bit. 16.0KB

Objects Furniture sink
61x63. 32bit. 15.6KB



Places Rooms sitting room
1402x1440. 1bit. 83.8KB

Houses/Buildings small country house
1437x381. 1bit. 13.2KB

Objects Furniture tabl
370x192. 1bit. 7.9KB

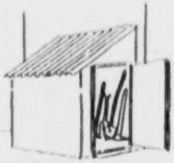
Objects Furniture table2
45x29. 32bit. 6.7KB

Dialogs Discussing Apartment talking about [illegible]
820x504. 1bit. 17.5KB

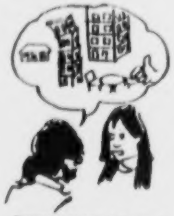
Dialogs talking about flat accessories
1310x720. 1bit. 23.4KB

Dialogs Discussing Apartment dos in [illegible]
828x491. 1bit. 23.8KB

Dialogs Discussing Apartment dos in kitche
810x495. 1bit. 23.8KB

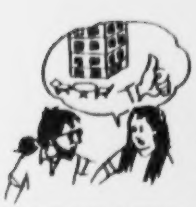


Houses/Buildings toolshed with shovels
1068x704. 1bit. 13.0KB



Dialogs tourist asks: hotel good?
724x918. 1bit. 81.8KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Accommodation/Home/Buildings


Dialogs tourist gets answer-cafe good
608x820, 1bit, 51.2KB

Dialogs tourist gets cafe info
636x624, 1bit, 54.0KB

Dialogs tourist gets hotel info
736x804, 1bit, 72.6KB

Dialogs tourist looking for cafe
732x912, 1bit, 82.3KB

Dialogs tourist looking for hotel
908x1052, 1bit, 117.5KB

Objects Furniture TV set
296x290, 1bit, 2.7KB

Dialogs two conversating about furnitur
1244x752, 1bit, 28.6KB

Houses/Buildings two sitting on Asian porch
1464x870, 1bit, 41.7KB

Objects Furniture clothing
16x16, 32bit, 0.7KB

Where do you live? what part of
408x512, 1bit, 31.2KB

Where do you live? what state
610x717, 1bit, 45.6KB

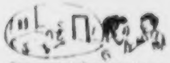
Where do you live? where do you
622x636, 1bit, 41.8KB

Where do you live? where do you live? Nepal
1080x782, 1bit, 104.0KB

Where do you live? where is Nepal?
700x510, 1bit, 46.0KB

Where do you live? where is that state?
444x692, 1bit, 30.7KB

Objects Furniture window
16x16, 32bit, 0.1KB


Dialogs woman&man about room
706x258, 1bit, 22.6KB

Dialogs woman&man about room 2
920x536, 1bit, 60.6KB

Dialogs woman&man in room
748x752, 1bit, 69.6KB

Dialogs woman&man looking at room
392x732, 1bit, 35.6KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Agriculture&village

animals on farm
2230x1820, 1bit, 74.7KB

boys carrying boxes to village
1280x800, 1bit, 10.0KB

cock
832x1010, 1bit, 16.2KB

cows and goat
1202x554, 1bit, 13.7KB

crop suffers from lack of water
1166x386, 1bit, 11.3KB

digging a well
1124x674, 1bit, 10.5KB

donkey cart carrying people
1130x620, 1bit, 14.8KB

donkey cart carrying people 2
1100x710, 1bit, 16.2KB

donkey mill
800x500, 1bit, 10.7KB

drinking boy by well
696x602, 1bit, 10.9KB

flower - carnation
280x482, 1bit, 2.1KB

flower - lilac
650x280, 1bit, 6.7KB

flower - rose
512x420, 1bit, 7.5KB

hard work on field
1130x650, 1bit, 14.5KB

he is carrying crop to cart
1018x500, 1bit, 9.6KB

lack of water 1
1050x666, 1bit, 15.2KB

lack of water 2
1154x770, 1bit, 15.6KB

lorry carrying oil to a house
1206x614, 1bit, 11.8KB

mice & cheese
440x324, 1bit, 4.3KB

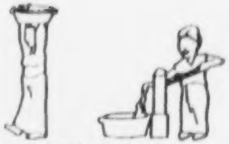
mouse & cheese
351x235, 1bit, 3.6KB

picture of cat
696x678, 1bit, 14.7KB

pig
920x614, 1bit, 8.2KB

planting seedlings
944x456, 1bit, 6.7KB

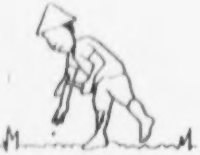
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Agriculture&village


pumping and carrying water
946x820, 1bit, 11.0KB

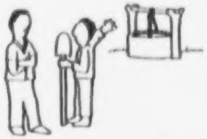
rain
398x270, 1bit, 2.2KB

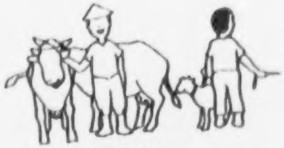
rubble
455x250, 1bit, 4.7KB

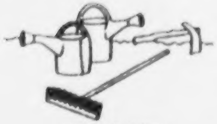
snow
315x207, 1bit, 2.5KB

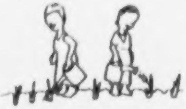

sowing
907x874, 1bit, 10.6KB

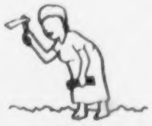
sun
351x237, 1bit, 2.2KB

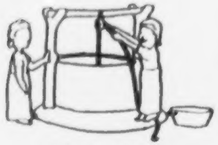

two men talking about well
926x632, 1bit, 11.7KB

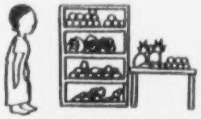

villagers and animals
1208x638, 1bit, 16.7KB

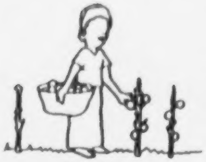

water cane&rake&hoe
826x530, 1bit, 8.8KB

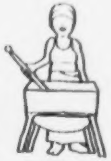

watering
824x500, 1bit, 8.0KB

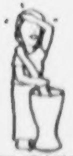

woman digging
662x542, 1bit, 8.9KB

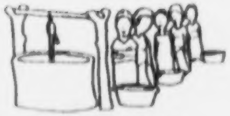

women drawing up water
956x844, 1bit, 12.9KB

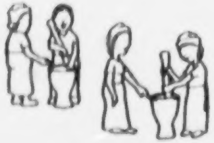

women fruits and vegetables
908x566, 1bit, 12.6KB

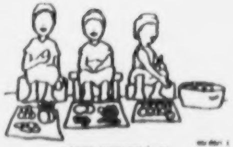

woman gathering crop
914x710, 1bit, 12.0KB

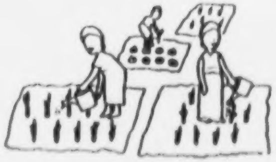

woman in work
548x710, 1bit, 8.3KB

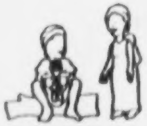

woman with hand-mill
370x580, 1bit, 5.1KB


women doesn't have water
1010x540, 1bit, 13.7KB


women in work
950x862, 1bit, 14.9KB


women preparing fruits
980x844, 1bit, 16.2KB


women watering patches
1190x748, 1bit, 18.9KB


women with babies
644x580, 1bit, 9.3KB

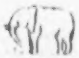
Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Animals and Nature

cat
1372x832, 1bit, 22.6KB

cat catching mouse
720x301, 1bit, 5.8KB

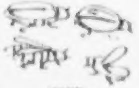
cockroach
408x208, 1bit, 3.4KB

dog
232x352, 1bit, 3.7KB


elephant
336x226, 1bit, 2.8KB

giraffe
304x374, 1bit, 4.3KB

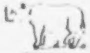
hippo
200x223, 1bit, 2.0KB


insects
576x358, 1bit, 6.6KB

leopard
472x227, 1bit, 3.9KB

life under water
1272x842, 1bit, 20.8KB

lion
344x239, 1bit, 3.2KB


rhinoceros
352x208, 1bit, 2.8KB

running cat
448x270, 1bit, 3.1KB

running mouse
448x201, 1bit, 2.3KB

Russian Fox
435x528, 1bit, 6.6KB

Russian giraffe
433x747, 1bit, 11.5KB

Russian Pig
408x444, 1bit, 5.6KB

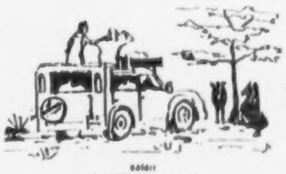
Russian Squirrel
576x324, 1bit, 7.3KB

Russian Turkey
546x510, 1bit, 8.0KB

СЛОН
БЕГЕМОТ
ЖИРАФ
УТКА
ЛИСА
Russian Zoo
1330x1510, 1bit, 48.6KB

СЛОН
БЕГЕМОТ
Russian Elephant&Hyppopotamus
785x624, 1bit, 10.1KB

РОГА
ХВОСТ
ЛАПА
КОПЫТА
Russian Mixed Animal
1275x1005, 1bit, 28.8KB

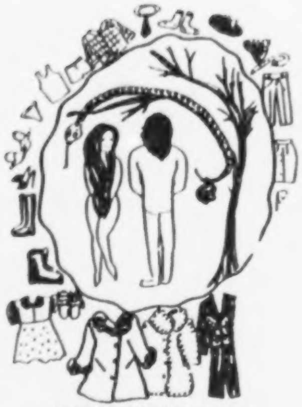

safari
1240x875, 1bit, 24.4KB

space creature/dragon
984x844, 1bit, 17.6KB

two cats
488x410, 1bit, 4.6KB

wild pig
336x221, 1bit, 3.0KB

zebra
280x221, 1bit, 2.9KB



Dialogue Activities Adam&Eve and clothes
1706x1756, 1bit, 70.4KB

Objects Blouse
347x350, 1bit, 8.3KB

Objects Blouse 2
204x248, 1bit, 8.6KB

Objects Blouse 3
258x268, 1bit, 9.3KB

Objects Boots new
417x371, 1bit, 10.7KB

Objects Boots worn out
411x323, 1bit, 9.0KB

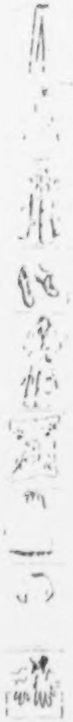
Objects Bow tie
100x91, 1bit, 1.3KB

Objects Brief case
316x450, 1bit, 7.5KB

Objects Cap
311x260, 1bit, 5.7KB

Objects Cap2
206x168, 1bit, 1.8KB

Objects clean shirt/blouse
201x345, 1bit, 13.0KB



Objects clothing
1040x3860, 1bit, 40.8KB

Objects Coat
160x216, 1bit, 1.6KB

Objects curtain in wind
610x363, 1bit, 25.1KB

Objects dirty shirt/blouse
288x324, 1bit, 11.3KB

Objects Clothes What Should We Wear Do [illegible]
608x473, 1bit, 17.8KB

Objects Dress
[illegible], 1bit, 8.2KB

Objects dress on hanger
220x252, 1bit, 7.6KB

Objects Dress id
305x270, 1bit, [illegible]

Objects Actress fairy princess dressed in leaves
315x462, 1bit, 10.4KB

Objects girl in blouse
148x244, 1bit, 5.0KB

Objects girl in jacket
[illegible]x244, 1bit, 5.0KB

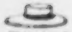
Objects handbag
180x172, 1bit, 1.6KB

Objects handbag 2
210x224, 1bit, 6.1KB

Objects handbag 3
210x187, 1bit, 5.1KB

Objects handbag 4
[illegible]x250, 1bit, 1.6KB

Objects Hat
432x381, 1bit, 5.1KB



Objects Hat 2
270x138, 1bit, 4.4KB

Objects Hat 3
212x118, 1bit, 1.7KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Clothing

Objects Jacket
377x402, 1bit, 10.7KB

Objects jacket&cloth
240x290, 1bit, 4.3KB

Objects Jeans
266x478, 1bit, 9.2KB

Objects jeans 2
210x345, 1bit, 9.6KB

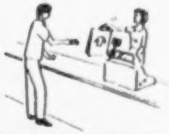
Objects jewels
870x540, 1bit, 11.6KB

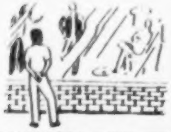
Objects [illegible]
408x273, 1bit, 17.3KB

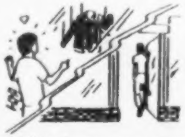
Dialogue/Activities What Should We Wear to the Show
624x491, 1bit, 22.7KB

Dialogue/Activities Man Buying Jacket [illegible]
728x570, 1bit, 13.6KB

[illegible] Buying Jacket [illegible]
301x501, 1bit, 10.6KB


[illegible] Buying Jacket man buying
714x582, 1bit, 9.8KB


Activities Man Buying Jacket man
717x673, 1bit, 13.0KB


[illegible] Man Buying Jacket man
786x604, 1bit, 15.8KB

[illegible] Man Buying Jacket man
772x584, 1bit, 17.0KB

[illegible] Man Buying Jacket man
708x812, 1bit, 15.2KB

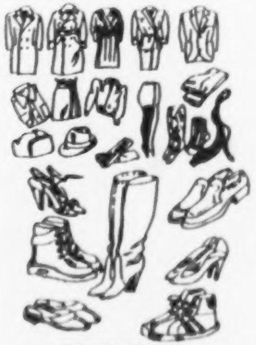
[illegible] Man Buying Jacket man
672x676, 1bit, 15.7KB

[illegible] Man Buying Jacket man
784x588, 1bit, 13.1KB

[illegible] Man Buying Jacket [illegible]
720x584, 1bit, 11.8KB

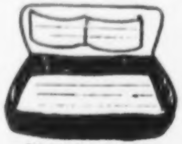
[illegible] Buying Jacket man fu
616x548, 1bit, 9.5KB

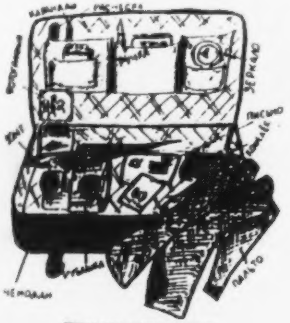
Objects man costumed
176x486, 1bit, 11.1KB


Objects misc clothing items
1120x1084, 1bit, 63.7KB

Objects black tie
108x290, 1bit, 3.4KB

Objects night gown
1648x2404, 1bit, 21.7KB


Objects open suitcase empty
771x608, 1bit, 13.5KB

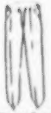


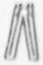
Objects open suitcase full russian
1236x1384, 1bit, 71.2KB

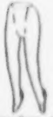
Objects pair of sandals
345x220, 1bit, 10.2KB

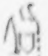
Objects pair of socks
417x320, 1bit, 17.3KB

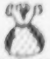
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Clothing

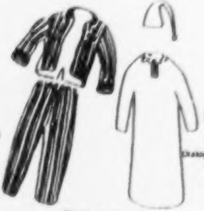

Objects Pants
101x473, 1bit, 10.0KB

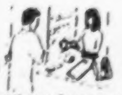

Objects pants 2
166x268, 1bit, 2.1KB

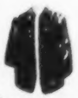

Objects Panty hose
207x403, 1bit, 5.1KB

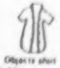

Objects jacket on [illegible]
181x258, 1bit, 0.2KB

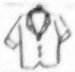

Objects polka dot dress
107x238, 1bit, 2.6KB

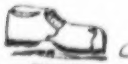

Objects pyjamas
888x918, 1bit, 20.4KB

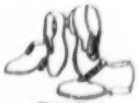

Dialogs/Activities Reclothing shoes
472x374, 1bit, 8.0KB

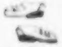

Objects Shirt
321x420, 1bit, 13.4KB

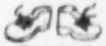

Objects shirt 2
176x221, 1bit, 1.7KB

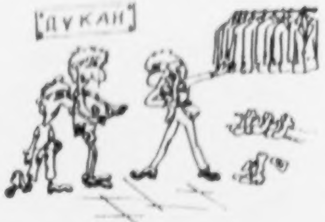

Objects shirt on hanger
201x270, 1bit, 10.8KB


Objects shoe
446x250, 1bit, 3.0KB

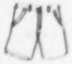

Objects Shoes
582x418, 1bit, 12.7KB

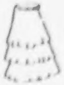

Objects Shoes 2
216x208, 1bit, 1.0KB


Objects shoes 3
428x188, 1bit, 10.3KB

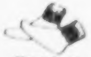


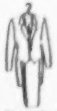
Dialogs/Activities shopping for clothing
1456x1020, 1bit, 32.4KB

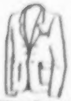

Objects Shorts
300x379, 1bit, 6.2KB

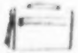

Objects Skirt
256x303, 1bit, 5.9KB

Objects sock
104x218, 1bit, 1.2KB

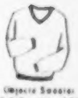

Objects Socks
380x249, 1bit, 3.0KB

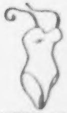

Objects Suit
215x472, 1bit, 9.5KB

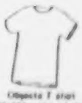

Objects Suit coat
277x425, 1bit, 11.2KB

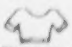

Objects suitcase
310x220, 1bit, 8.3KB

Objects sunglasses
250x125, 1bit, 2.0KB

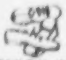

Objects Sweater
287x348, 1bit, 0.0KB

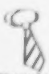

Objects swimming suit woman
203x468, 1bit, 7.3KB

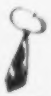

Objects T shirt
320x389, 1bit, 0.2KB

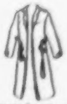

Objects t shirt 2
285x171, 1bit, 0.4KB

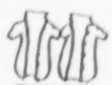
Dialogs/Activities dressing [illegible]
310x285, 1bit, 11.2KB

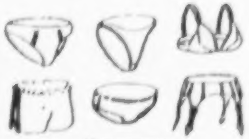

Objects dress shoes
246x231, 1bit, 2.4KB

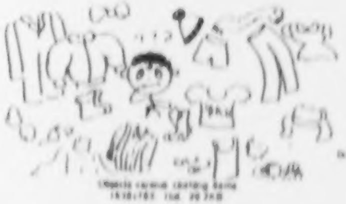

Objects Tie1
102x201, 1bit, 1.9KB

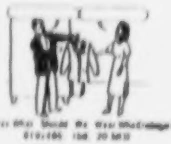

Objects Tie2
102x404, 1bit, 3.0KB

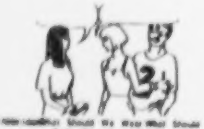

Objects Trench coat
268x431, 1bit, 11.2KB

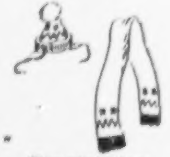

Objects two shirts
472x321, 1bit, 4.0KB

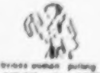

Objects underwear
1100x820, 1bit, 15.4KB

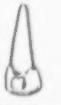

Objects various clothing items
1930x783, 1bit, 20.7KB


Dialogs/Activities What Should We Wear What
810x486, 1bit, 20.5KB

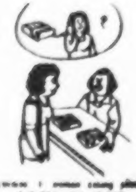

Dialogs/Activities What Should We Wear What Should We W
810x486, 1bit, 19.0KB

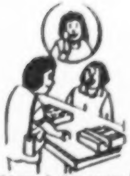

Objects winter hat & scarf
888x876, 1bit, 10.5KB

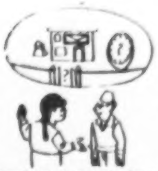

Dialogs/Activities woman putting on blouse
240x245, 1bit, 3.0KB

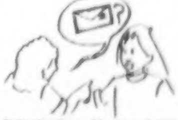

Objects Purse
250x463, 1bit, 8.3KB

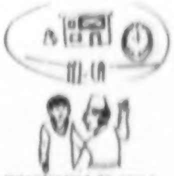
Training Resource CD ROM   Pictures: 1 Competency/Topic Pictures Communications (PO, phone)

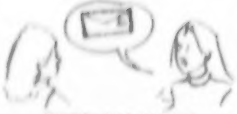

Dialogs/Activities 1 woman calling phone operator
516x754, 1bit, 49.8KB

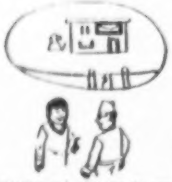

Dialogs/Activities 2 phone operator says
640x748, 1bit, 60.0KB

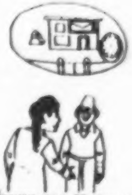

Dialogs/Activities 1 when does PO open
564x700, 1bit, 58.0KB

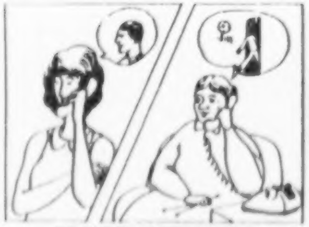

Dialogs/Activities 1 did you send letter
756x532, 1bit, 60.1KB

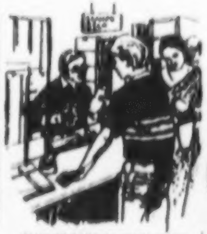

Dialogs/Activities 2 PO opens at
720x738, 1bit, 61.6KB

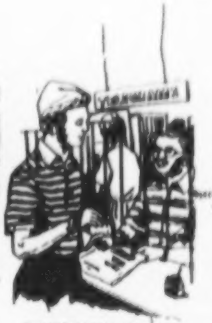

Dialogs/Activities 2 yes I sent it
1512x482, 1bit, 61.7KB


Dialogs/Activities 3 when does PO close
712x784, 1bit, 60.1KB


Dialogs/Activities 4 PO closes at
640x826, 1bit, 56.7KB


Dialogs/Activities answering the telephone
1324x972, 1bit, 36.0KB

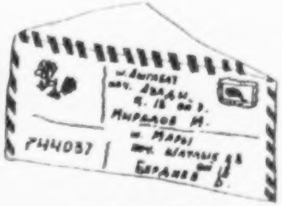

Dialogs/Activities by postal counter
888x1000, 1bit, 41.5KB


Dialogs/Activities by post counter
640x1387, 1bit, 40.1KB

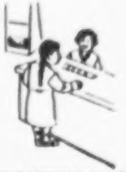
Objects communications/PO objs
417x198, 32bit, 38.7KB

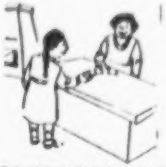
Objects telephones dial telephone
676x601, 1bit, 13.1KB

Objects telephones dial telephone on
660x410, 1bit, 8.0KB

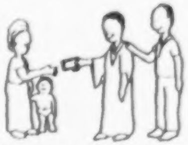


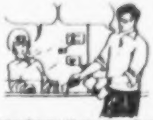
Objects envelope w/ cyrillic
1232x904, 1bit, 21.9KB

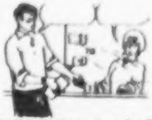

Dialogs/Activities girl in post office
468x728, 1bit, 44.2KB

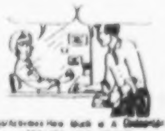

Dialogs/Activities girl in post office 3
672x696, 1bit, 60.0KB

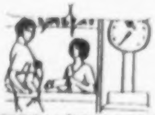
Objects telephones GSM phone
428x300, 1bit, 3.6KB

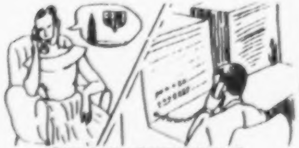

Dialogs/Activities he has brought her a letter
870x644, 1bit, 13.8KB

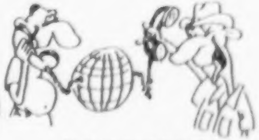

Dialogs/Activities Here're Your Stamps
628x406, 1bit, 20.6KB


Dialogs/Activities Here're Your Stamps
628x406, 1bit, 20.5KB


Dialogs/Activities How Much is A
620x401, 1bit, 19.7KB


Mailing a Package I want to mail
620x473, 1bit, 19.6KB

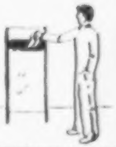

Dialogs/Activities international phone call
1280x816, 1bit, 27.1KB

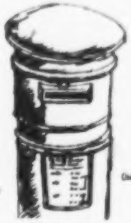

People international phone call
1107x603, 1bit, 18.5KB

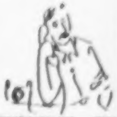
Objects letter
270x204, 1bit, 2.0KB

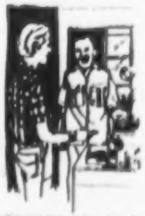
Objects letter with a stamp
75x52, 32bit, 15.9KB

Objects letters
416x248, 1bit, 3.5KB

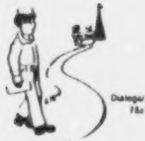

Dialogs/Activities mail a letter
500x628, 1bit, 7.2KB


Objects mail box
568x984, 1bit, 19.4KB

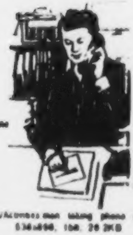

Dialogs/Activities man phone
516x500, 1bit, 6.5KB

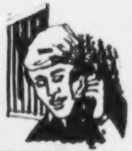

Dialogs/Activities man getting mail by
564x956, 1bit, 26.7KB

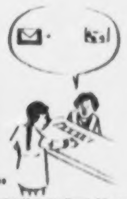
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Communications (PO, phone)

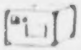

alogs/Activities man going to phone
450x840, 1bit, 38.6KB

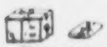
Dialogs/Activities man on phone
78x115, 32bit, 34.3KB

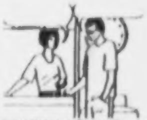

Dialogs/Activities man taking phone message
536x696, 1bit, 26.2KB

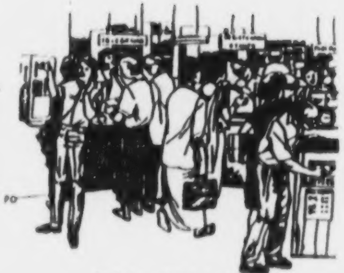

Dialogs/Activities man using phone
620x624, 1bit, 16.8KB

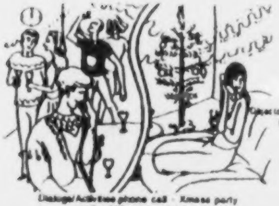

Dialogs/Activities Nepal PO clerk
488x812, 1bit, 40.3KB


Objects parcel
366x771, 1bit, 2.3KB


Objects parcels
434x170, 1bit, 2.7KB

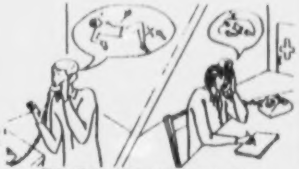

Dialogs/Activities Mailing a Package Paying PO
610x492, 1bit, 17.7KB

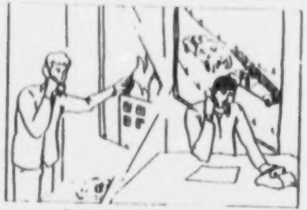

People people in modern post office
1384x1173, 1bit, 77.2KB

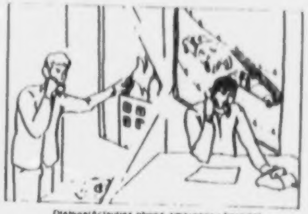

Dialogs/Activities phone call - Xmass party
1151x827, 1bit, 41.4KB

Objects telephones phone receiv
54x57, 32bit, 2.0KB

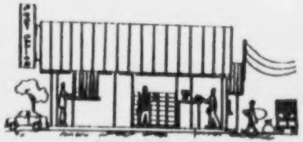
Objects telephones phone t
278x382, 1bit, 3.9KB

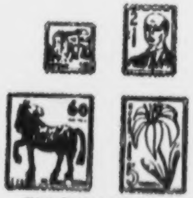

Dialogs/Activities phone emergency ambulance
1244x722, 1bit, 25.8KB


Dialogs/Activities phone emergency fire
1348x914, 1bit, 33.2KB

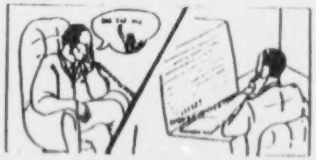

Dialogs/Activities phone emergency hospital
1348x914, 1bit, 33.2KB

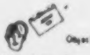
Objects post office
468x328, 1bit, 20.0KB


Objects post office outline
1280x588, 1bit, 20.8KB

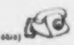

Objects Stamps postage stamps
816x853, 1bit, 30.1KB

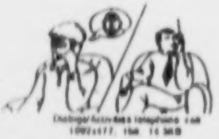
Objects postcard
336x230, 1bit, 2.6KB


Dialogs/Activities reservation by phone
1360x680, 1bit, 27.5KB


People Send Wire Russian
318x244, 1bit, 2.6KB

Objects Stamps stamp picture (Slovakia)
51x58, 32bit, 3.6KB


Objects telephones telepho
212x170, 1bit, 1.7KB


Dialogs/Activities telephone call
1092x477, 1bit, 14.3KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Communications (PO, phone)

Dialogs/Activities telephone call (man&man)
1256x1424, 1bit, 24.6KB

Dialogs/Activities telephone call (man&w-
644x652, 1bit, 9.6KB

Dialogs/Activities telephone call 2
1430x1005, 1bit, 38.4KB

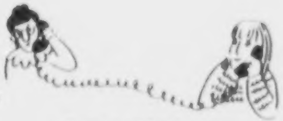
Dialogs/Activities telephone call 3
1251x954, 1bit, 33.0KB

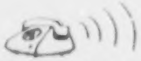
Dialogs/Activities telephone call about a trip
1184x785, 1bit, 31.3KB

Dialogs/Activities telephone call about letter
1398x878, 1bit, 38.7KB

Dialogs/Activities Telephone Call2
1092x525, 1bit, 10.8KB

Dialogs/Activities Telephone Call3
384x292, 1bit, 2.9KB


Dialogs/Activities Telephone Call4
1205x550, 1bit, 13.8KB


Objects telephones telephone is ringing
596x298, 1bit, 3.6KB

People thinking about letter
202x232, 1bit, 2.2KB

Dialogs/Activities to mail a letter
1188x903, 1bit, 23.4KB

Dialogs/Activities to make a phone call
933x808, 1bit, 18.4KB

Objects Stamps USA 60 c [illegible]
250x108, 8bit, 61.1KB

Dialogs/Activities village postman on bike
1370x916, 1bit, 61.0KB

gs/Activities Making a Package weighing
822x488, 1bit, 20.3KB

Dialogs/Activities woman phone call
470x530, 1bit, 5.6KB

910

920

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Communications (PO, phone)

Dialogs/Activities woman asking about tower
1040x800, 1bit, 113.8KB

Dialogs/Activities woman asking for tower @ a store
708x872, 1bit, 78.6KB

Dialogs/Activities woman at a store
784x732, 1bit, 80.5KB

Dialogs/Activities woman buying 100g of chocolate
704x804, 1bit, 70.1KB

Dialogs/Activities woman on phone
75x83, 32bit, 24.6KB

Dialogs/Activities woman using phone
377x640, 1bit, 78.8KB

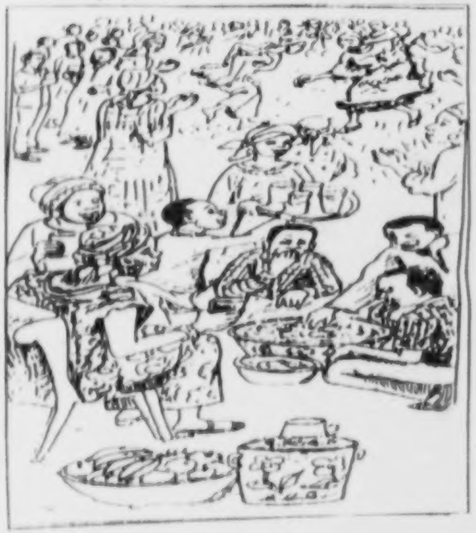
Dialogs/Activities woman&man about parcels
1204x800, 1bit, 78.1KB

Dialogs/Activities woman&man about parcels 2
1180x1020, 1bit, 150.6KB

Dialogs/Activities woman&man exchanging parcels
1060x692, 1bit, 60.7KB

Dialogs/Activities [illegible] as letter
812x850, 1bit, 14.2KB

Outings Receptions 2 men at [illegible]eptions 3 men looking at [illegible]
613x467, 1bit, 24.8KB   667x400, 1bit, 25.8KB

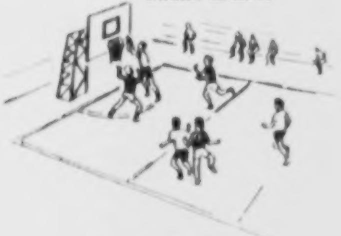


Activities Playing Games American football
1024x824, 1bit, 24.3KB

Outings Fall   Concert Applause
803x483, 1bit, 15.9KB

Activities Playing Games baseball
1300x658, 1bit, 12.1KB

Activities African celebration
3102x2684, 1bit, 284.7KB



Activities Playing Games basketball
1524x1032, 1bit, 28.5KB

Objects Birthday Cake
[illegible], 1bit, 1.5KB

Activities bass player
808x584, 1bit, 9.0KB

Activities Biking
625x480, 1bit, 10.7KB

Outings Celebrating birthday 3 [illegible]
872x314, 1bit, 10.0KB

Celebrating birthday 1 [illegible]
436x274, 1bit, 5.1KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Community/Leisure time/Sports

Dialogs Celebrating birthday 3 birthday party
1360x812 1bit 30.8KB

Objects rock
139x85 32bit 32.2KB

Activities boy about swimming
880x584 1bit 63.5KB

Dialogs Going to see a movie boy buys ...
821x493 1bit 20.8KB

... see a movie boy gets tickets to movies
815x488 1bit 27.0KB

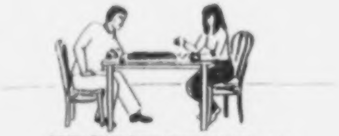
Activities boy playing ... to cow
628x422 1bit 12.3KB

Activities Playing Games boy playing soccer
324x380 1bit 3.4KB

Dialogs boy&girl greetings
862x437 1bit 46.8KB

Dialogs Theater Cinema concert buying ticket for concert
1227x834 1bit 30.0KB

Activities carnaval
732x610 1bit 21.1KB

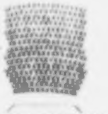


Activities Playing Games checkers (man and woman)
1468x570 1bit 18.5KB

Activities Playing Games checkers (two men)
872x502 1bit 18.6KB

Activities children on a swing
1178x1208 1bit 26.2KB

Activities Playing Games children playing outside
1318x656 1bit 20.1KB



Objects Coloma Coloma Sea
355x270 1bit 13.2KB

Activities climbing a maypole
494x808 1bit 5.6KB

Dialogs Reception cocktail party
1356x1410 1bit 60.7KB

Dialogs Wedding conversation old wedding album
1136x1136 1bit 31.7KB

Activities Dancing
541x498 1bit 11.0KB

Dialogs Celebrating birthday 2 dancing girl
231x490 1bit 14.0KB

Activities Playing Games dive
432x240 1bit 2.6KB

Objects doll
133x120 32bit 63.0KB

Dialogs Folk Concert Folk singer Close
580x400 1bit 16.2KB

Objects Gifts
750x640 1bit 14.2KB

Activities Playing Games girl&man about ball ga...
756x776 1bit 72.8KB

Activities Playing Games girl&man about ball game 2
760x832 1bit 78.2KB

Activities girl child playing outdoors
800x675 1bit 12.0KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Community/Leisure time/Sports

Dialogs girls about trip
1032x740, 1bit, 94.1KB

Dialogs Celebrating birthday 2 girls singing&dancing
718x740, 1bit, 66.7KB

Dialogs Celebrating birthday 2 giving pr[illegible]
483x587, 1bit, 34.5KB

Activities Going for a [illegible]
[illegible]x474, 1bit, 18.0KB

Dialogs Celebrating birthday Happy b[illegible]
621x486, 1bit, 23.6KB

[illegible] birthday Happ[illegible]
633x491, 1bit, 18.4KB

[illegible] birthday Happy b[illegible]
611x486, 1bit, 19.6KB

Dialogs Celebrating birthday 2 how old are you
788x520, 1bit, 40.4KB

Dialogs Celebrating birthday 2 how old are you 2
824x471, 1bit, 48.0KB

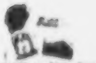
Dialogs Celebrating birthday 2 how old are you 3
812x507, 1bit, 61.0KB

Dialogs Celebrating birthday 2 how old are you 4
864x520, 1bit, 68.1KB

Dialogs Celebrating birthday 2 how old are you 5
1064x770, 1bit, 102.1KB

Dialogs Celebrating birthday 2 how old are you 6
1072x865, 1bit, 110.5KB

Dialogs kids visiting grand parents
865x990, 1bit, 30.7KB


Objects leisure time objects
[illegible]

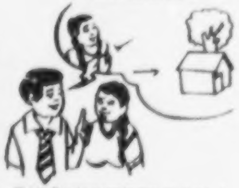
Activities lovers
876x770, 1bit, 21.0KB

Activities lovers
367x790, 1bit, 4.1KB

Dialogs Reception man&woman about party 1
860x852, 1bit, 100.9KB

Dialogs Reception man&woman about party 2
1020x844, 1bit, 106.5KB

Dialogs Reception man&woman about party 3
880x780, 1bit, 81.1KB


Dialogs Reception man&woman about party 4
900x790, 1bit, 87.4KB

Dialogs Wedding marriage
[illegible]

Dialogs Wedding marriage 2
520x543, 1bit, 7.[illegible]KB

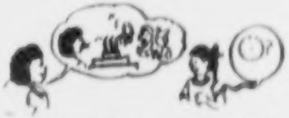
Activities Playing Games musician
[illegible]x560, 1bit, 12.4KB

Activities Playing Games musician piano
[illegible]x471, 1bit, 10.5KB

Activities on beach
1304x651, 1bit, 38.6KB

Dialogs Celebrating birthday 2 planning birthday party
1272x780, 1bit, 110.8KB

Dialogs Celebrating birthday 2 planning birthday party 2
1000x812, 1bit, 105.7KB


Dialogs Celebrating birthday 2 planning birthday party 3
1776x520, 1bit, 78.9KB

29

927

928

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Community/Leisure time/Sports

Dialogs Celebrating birthday 2 planning birthday party 4
[illegible]

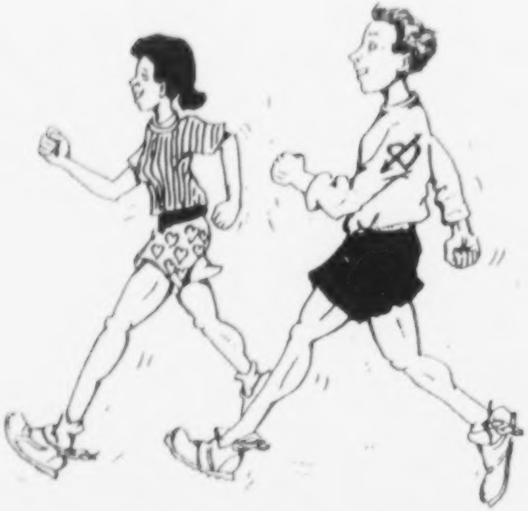
Activities Playing Games Playing Boy soccer
1120x832, 1bit, [illegible]

Activities Playing soccer
505x452, 1bit, [illegible]

Activities Playing tennis
[illegible]

Activities Playing the guitar
585x449, 1bit, [illegible]

Activities Running
[illegible]



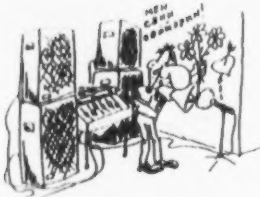
Activities Playing Games saxophone player
[illegible]

Dialogs Reception are about party
[illegible]

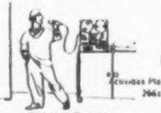
Dialogs Folk Concert Singer at Music Festival
[illegible]

Activities Walking 2
[illegible]

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Community/Leisure time/Sports



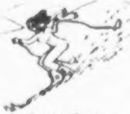
Dialogs Theater, cinema, concert singer at a concert
1422x801, 1bit, 40.4KB



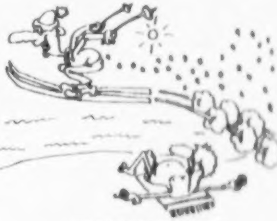
Activities Singing
605x471, 1bit, 15.9KB

Activities Playing Games small
296x104, 1bit, 1.4KB

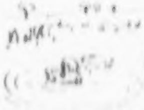
Activities Playing Games ski
338x176, 1bit, 2.0KB



Activities Skiing
580x477, 1bit, 13.1KB

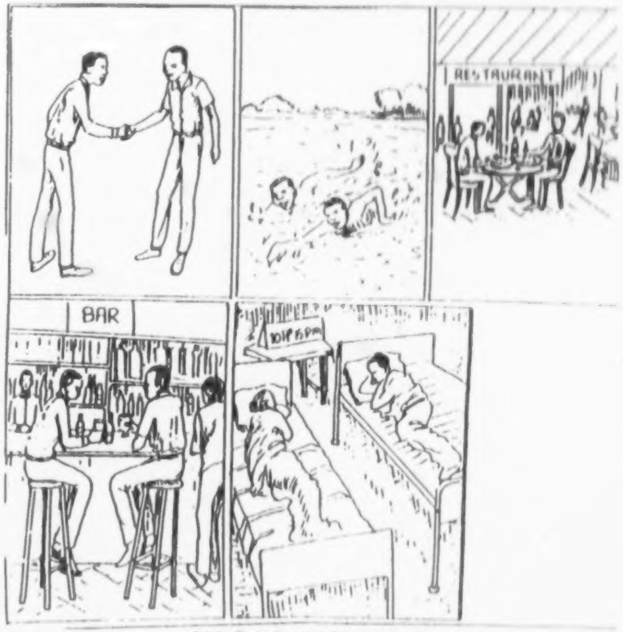


Activities skiing over beach
1320x954, 1bit, 24.2KB



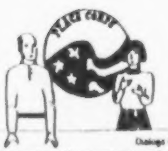
Activities Swimming
605x481, 1bit, 12.6KB

Activities Playing Games swimming 1
652x490, 1bit, 31.8KB

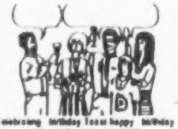


Activities Playing Games two african men on sunday
2044x2749, 1bit, 325.5KB

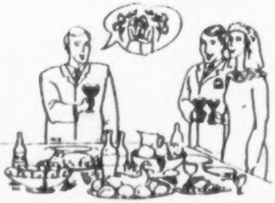
Activities two boys fighting
320x312, 1bit, 4.1KB



Dialogs Peace Corps talking about PC
768x820, 1bit, 12.8KB

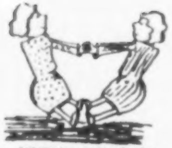


Dialogs Celebrating birthday Toast happy birthday
631x487, 1bit, 26.8KB



Dialogs Wedding toast making at the wedding
1220x878, 1bit, 34.5KB

Dialogs Celebrating birthday 2 too playing and dancing
156x132, 1bit, 2.0KB



Activities two women dancing
736x423, 1bit, 12.9KB

Objects various balls
640x444, 1bit, 7.9KB

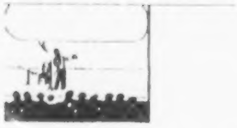
Activities Playing Games violin play
507x507, 1bit, 10.3KB

Activities Playing Games volleyball
1520x860, 1bit, 20.8KB

Dialogs Wedding wedding party
983x727, 1bit, 68.2KB

Dialogs Folk Concert Welcome from [illegible]
620x470, 1bit, 12.3KB

Dialogs Folk Concert Welcome from stage
617x487, 1bit, 12.7KB



Dialogs Folk Concert Welcome to the concert
1008x675, 1bit, 12.6KB

Activities woman & children dancing
448x404, 1bit, [illegible]

Dialogs Having Watch Repaired woman [illegible]
620x484, 1bit, 20.3KB

Dialogs [illegible] Repaired woman pays for watch[illegible]
624x401, 1bit, 22.1KB

Activities woman&Xmas tree
[illegible], 1bit, 24.5KB

Dialogs Wedding women about wedding
800x800, 1bit, 64.7KB

Dialogs Wedding women about wedding 2
844x786, 1bit, 81.5KB

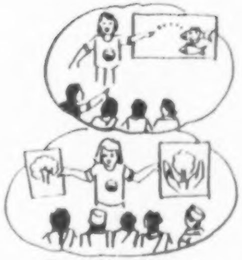
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Daily routines

Peace Corps 1 introducing PC to a group
608x610, 1bit, 53.8KB

Peace Corps 2 water sanitation project
508x500, 1bit, 31.8KB

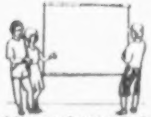
Peace Corps 3 giving shots
530x528, 1bit, 35.2KB

Peace Corps 4 health examination
504x560, 1bit, 35.2KB

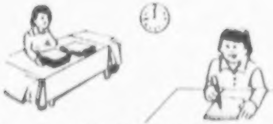

Peace Corps 5 about PC projects
1024x1112, 1bit, 140.3KB

Activities African man exercising
1640x2991, 1bit, 69.7KB

Activities at market
1216x1143, 1bit, 52.1KB

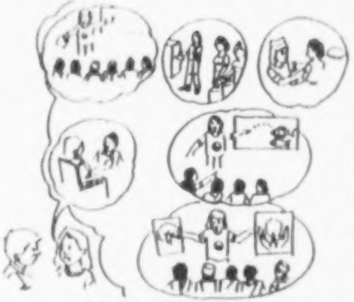

Dialogs Talking about Schedule At the BulDialogsTalking about Schedule At the Bull Board W. Balloons
817x494, 1bit, 15.4KB

817x494, 1bit, 16.6KB

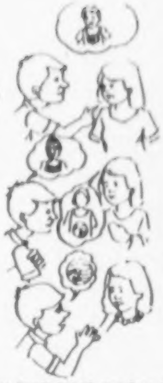

Activities at work at 9:00
1105x540, 1bit, 79.8KB

Activities bang bang
720x600, 1bit, 15.0KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Daily routines



Peace Corps boy&girl about PCVs work
1500x1302, 1bit, 240.5KB



Peace Corps boy&girl talk about Peace Corps
756x1850, 1bit, 148.0KB

Activities break at 1:30
378x485, 1bit, 7.5KB

Activities breakfast at [illegible]
330x535, 1bit, 8.2KB

Activities breakfast at 7:00
224x465, 1bit, 6.5KB

Activities breakfast at 8:00
855x508, 1bit, 53.5KB

Activities buying groceries
376x484, 1bit, 7.2KB

Activities cooking [illegible]
382x608, 1bit, 7.5KB

[illegible] around the table chatting 0
624x480, 1bit, 22.6KB

Dialogs Talking around the table chatting 0 the table 2
626x480, 1bit, 22.1KB

Activities children washing themself
872x734, 1bit, 10.8KB

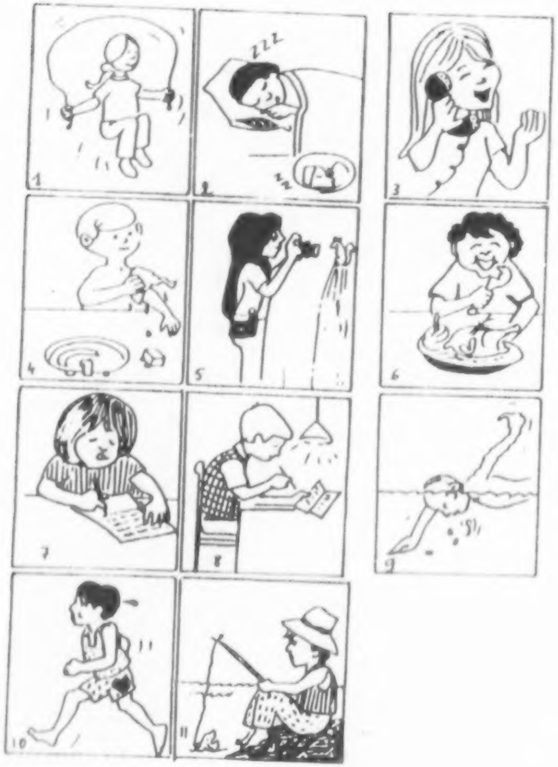
Dialogs Talking about Schedule Close Up
617x492, 1bit, 18.5KB

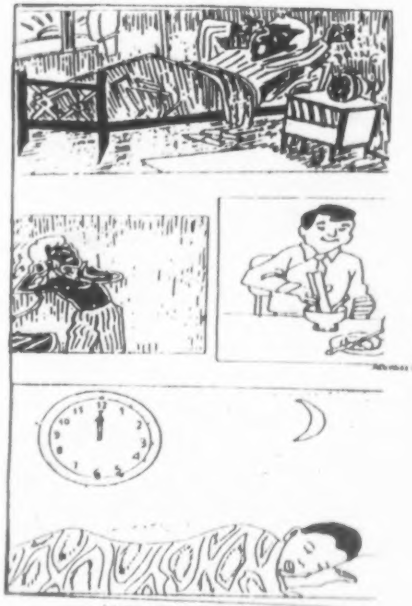
Activities cooking home at 3:30
384x498, 1bit, 5.9KB

Activities Teacher Cooking
507x461, 1bit, 19.2KB

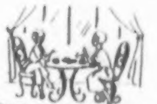
Activities Teacher Correcting dictations
581x421, 1bit, 14.3KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Daily routines





Activities daily activities african boy
1648x2614 1bit 225.3KB



Activities Relaxed person Drinking coffee ...
603x431 1bit 23.1KB

Activities daily activities
3743x4159 1bit 301.3KB

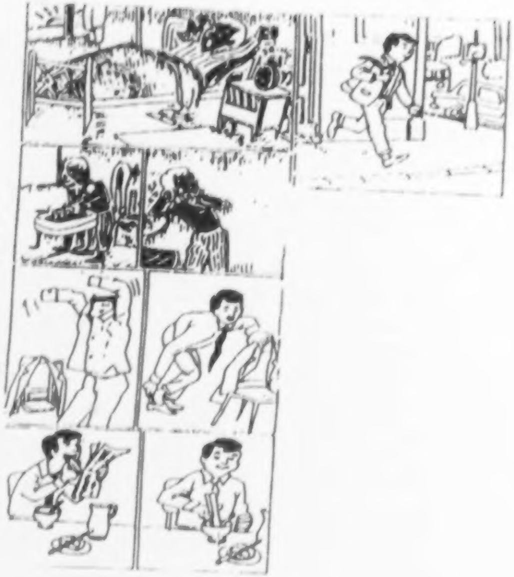
Activities eating breakfast going on bus
420x175 1bit 173 KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Daily routines

[illegible] Students/Trainee Fell [illegible]
587x427, 1bit, 10.0KB

Activities going to bed
660x708, 1bit, 87.2KB

Activities going to work at
380x501, 1bit, 5.6KB



Activities hand washing
1230x620, 1bit, 15.4KB

Activities going to work in the morning
2037x3104, 1bit, 242.6KB

[illegible] Office worker Having [illegible]
671x461, 1bit, 16.1KB

Teacher Having breakfast
671x493, 1bit, 19.2KB

[illegible] worker Having dinner at [illegible]
517x476, 1bit, 13.4KB

Activities Retired person Having lun[illegible]
697x617, 1bit, 17.3KB

Activities He is washing face
630x404, 1bit, 7.0KB

Activities at bed at 10.00
312x475, 1bit, 5.6KB

Activities at office at 7.00
600x500, 1bit, 7.2KB

Activities at office at 8.00
400x570, 1bit, 8.8KB

Activities Students/Trainees in the library
605x487, 1bit, 20.7KB

Activities Teacher Ironing
585x465, 1bit, 11.3KB

Activities man brushing [illegible]
232x303, 1bit, 2.1KB

Activities man [illegible]
660x501, 1bit, 12.9KB

Activities man on toilet
200x261, 1bit, 1.8KB

Activities man shaving in bathroom
226x411, 1bit, 5.7KB

Activities man sleeping
328x475, 1bit, 5.5KB

Activities man walking
441x470, 1bit, 8.6KB

Dialogs Talking with friend meeting on the street
624x603, 1bit, 21.6KB

Activities Students/Trainee On a date
807x433, 1bit, 21.5KB

Activities opening [illegible]
457x105, 32bit, 190.1KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Daily routines

[illegible] Large FacialExpr call mobile by phone
478x682 1bit 33.1KB

Activities Students/Trainees Reading
606x441 1bit 19.8KB

Retired person Reading the newspaper
588x473 1bit 20.6KB

[illegible] she is sleeping (icon)
318x270 1bit 2.5KB

Activities shower at 6:30
178x438 1bit 3.5KB

Activities sleeping at 11:00
1200x565 1bit 83.5KB

Activities sleeping with mosquito net
1100x666 1bit 18.9KB

Activities Retired person Strolling in th[illegible]
591x473 1bit 18.2KB

Activities Students/Trainees Studying
606x441 1bit 19.8KB

Activities studying watching window
420x103 32bit 169.6KB

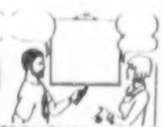
Activities taking a bus at 6[illegible]
298x473 1bit 5.5KB

Activities taking shower
398x394 1bit [illegible]

[illegible] talking with friend talking [illegible]
621x492 1bit 21.4KB

[illegible] with friend [illegible]
627x492 1bit 21.8KB

Schedule teacher [illegible]
620x494 1bit 17.3KB


[illegible] teacher gives [illegible]
631x490 1bit 17.2KB

Teacher Teaching a language
600x489 1bit 12.6KB

Students/Trainees Classes at [illegible]
603x481 1bit 29.9KB

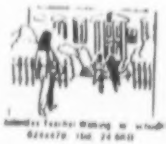
Talking about Schedules 1x talking about [illegible]
622x487 1bit 20.7KB

Activities wake up at 5:00
1038x560 1bit 71.8KB

Activities waking up
1465x1015 1bit 33.4KB

Activities eating up at [illegible]
388x[illegible] 1bit [illegible]

[illegible] Office worker Walking children to [illegible]
593x477 1bit 21.2KB

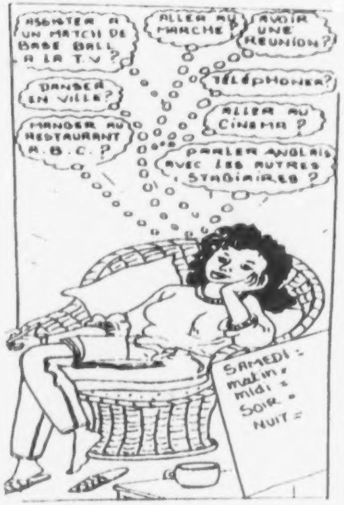

Activities Teacher Walking to school
624x479 1bit 24.6KB

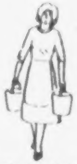
Activities Office worker Going to w[illegible]
605x461 1bit 20.8KB

Activities washing at 6:00
985x535 1bit 85.5KB

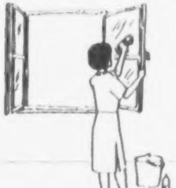
Activities Retired person Watching TV
597x484 1bit 19.4KB

Activities WC at 7:00
1075x580 1bit 77.2KB

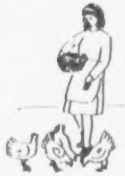

ASSISTER A UN MATCH DE BASE BALL A LA T.V ?
ALLER AU MARCHE ?
AVOIR UNE REUNION ?
DANSER EN VILLE ?
TÉLÉPHONER ?
MANGER AU RESTAURANT A.B.C. ?
ALLER AU CINEMA ?
PARLER ANGLAIS AVEC LES AUTRES STAGIAIRES ?
SAMEDI : matin = midi = SOIR = NUIT =



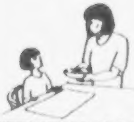
Activities woman carrying buckets x
312x717, 1bit, 6.2KB



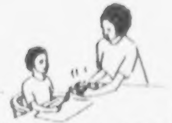
Activities woman cleaning window
852x842, 1bit, 15.6KB



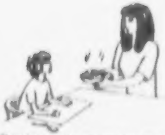
Activities woman feeding chicken
687x828, 1bit, 11.6KB



Activities woman putting food to child
728x519, 1bit, 7.0KB

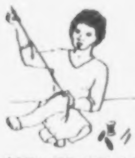


Activities woman putting food to child
711x540, 1bit, 8.2KB

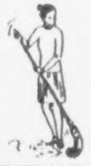


Activities woman putting food to child 3
834x588, 1bit, 11.5KB

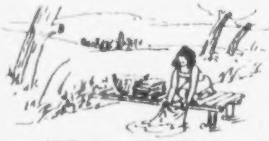
Activities weekly schedule in French
1640x2705, 1bit, 157.1KB



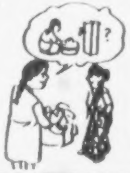
Activities woman sewing cloth
697x664, 1bit, 9.2KB



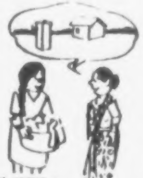
Activities woman sweeping floor
300x702, 1bit, 9.2KB



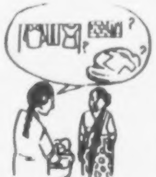
Activities women washing clothes in river
1203x603, 1bit, 21.1KB



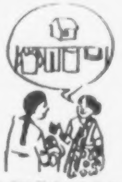
Dialogs Women about Washing [illegible]
524x732, 1bit, 48.1KB



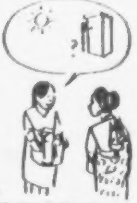
[illegible] Washing [illegible]
676x768, 1bit, 54.9KB



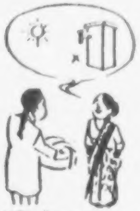
[illegible] Washing [illegible]
632x768, 1bit, 60.2KB



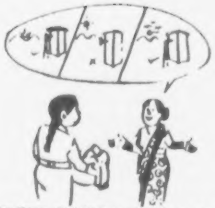
Washing women abo
476x756, 1bit, [illegible]



Dialogs Women about Washing [illegible]
584x876, 1bit, 63.5KB



Washing women about
560x848, 1bit, 62.8KB

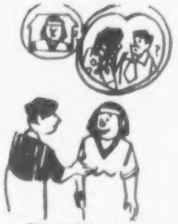


Dialogue Women about Washing woman about washing 7
812x888, 1bit, 99.9KB

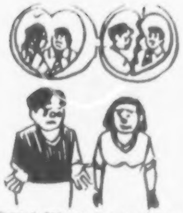
Activities Office worker Working in the office
547x483, 1bit, 14.1KB

948

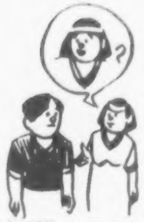
947



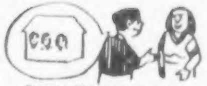
Dialogs 1 PCT visits family
724x980, 1bit, 88.6KB



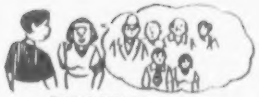
Dialogs 2 PCT asks about family members
768x912, 1bit, 85.7KB



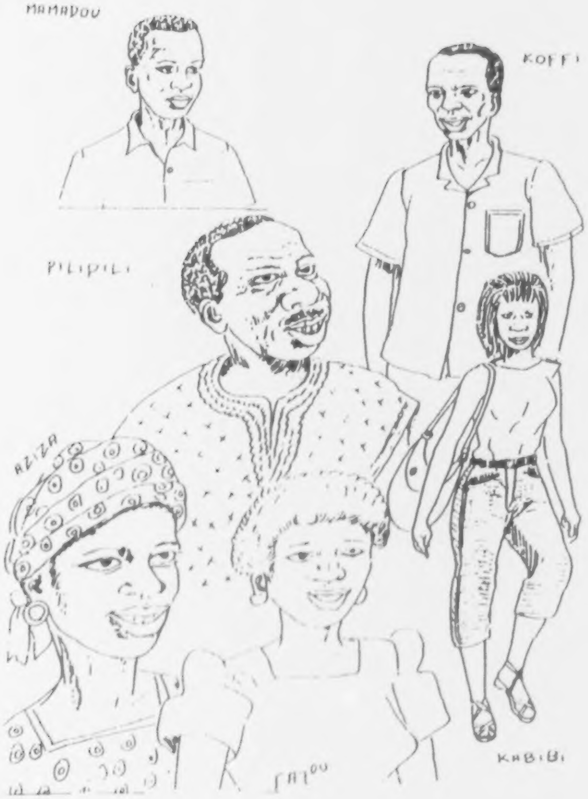
Dialogs 3 PCT asks about family life
892x952, 1bit, 69.9KB



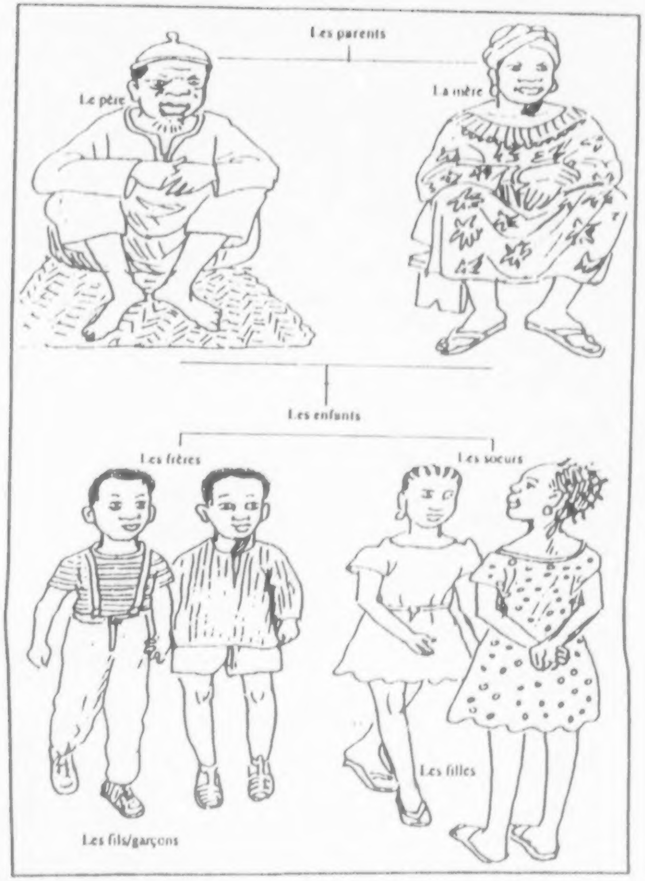
Dialogs 4 PCT asks about children
848x380, 1bit, 38.8KB



Dialogs 5 PCT telling about family
1084x408, 1bit, 54.8KB


MAMADOU
KOFFI
PILIPILI
AZIZA
FATOU
KABIBI

People african family
3045x4543, 16d, 312.9KB

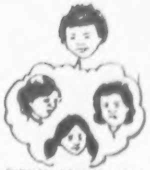

Les parents
Le père
La mère
Les enfants
Les frères
Les soeurs
Les fils/garçons
Les filles

People african family tree in French
3096x4184, 1bit, 351.2KB

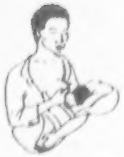
Activities around family table
1110x816, 1bit, 22.4KB

Dialogs asking family situation
1180x745, 1bit, 21.8KB

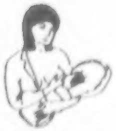
People babysits boy upset
836x616, 1bit, 41.0KB



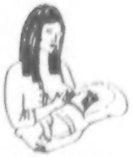
[illegible] boy talking about family
618x722, 1bit, 68.2KB



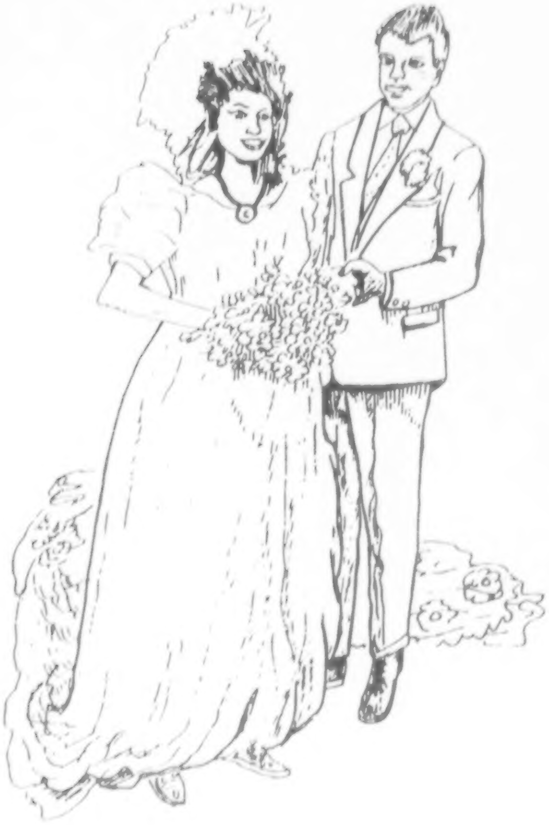
Activities breast feeding African woman
624x718, 1bit, 9.2KB



Activities breast feeding Asian woman
480x580, 1bit, 8.8KB

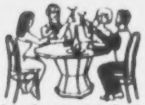


Activities breast feeding Euro woman
584x678, 1bit, 11.7KB



People bride and groom in africa
3070x4721; 1bit; 312.2KB

Training Resource CD-ROM Pictures: 1 Competency/Topic Pictures Family


Dialogs Eat at food family Cheers
607x433, 1bit, 24.7KB

People children are playing
1016x464, 1bit, 9.8KB

Objects family album
1278x851, 1bit, 17.1KB

People Family Circle rd
1320x1200, 1bit, 44.0KB

Dialogs family difference US/Nepal
1060x502, 1bit, 77.1KB

People family eating around table
1048x1182, 1bit, 50.1KB

People family in room
1184x710, 1bit, 43.5KB

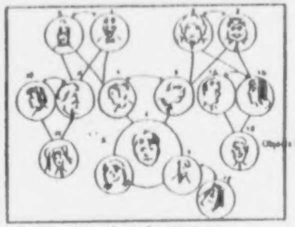
People family is moving
1328x1043, 1bit, 50.7KB

People family on porch
1184x800, 1bit, 39.8KB

Objects Family picture
613x481, 1bit, 28.0KB

Objects family picture 2
560x586, 1bit, 10.2KB

Objects Family Picture 3
1310x1070, 1bit, 38.4KB


Objects Family Trees family tree
1256x968, 1bit, 32.1KB

Objects Family Trees family tree [illegible]
326x218, 1bit, 3.0KB

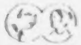
Objects Family Trees family tree [illegible]
188x170, 1bit, 1.5KB

Objects Family Trees family tree [illegible]
206x188, 1bit, 1.9KB

Objects Family Trees family tree [illegible]
200x194, 1bit, 1.5KB

Objects Family Trees family tree [illegible]
206x194, 1bit, 1.8KB

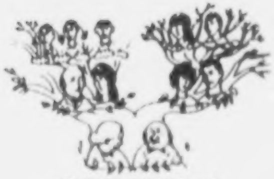
Objects Family Trees family tree [illegible]
218x184, 1bit, 1.7KB


Objects Family Trees family tree [illegible]
330x200, 1bit, 2.5KB

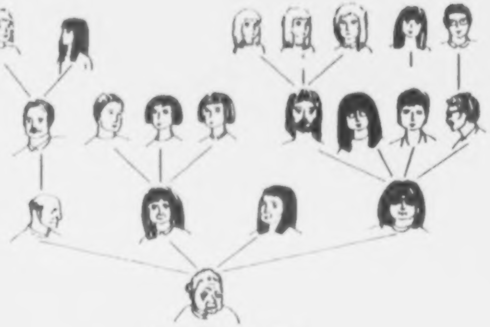
Objects Family Trees family tree Hira
185x178, 1bit, 1.9KB

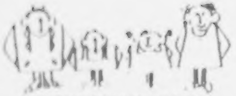
Objects Family Trees family tree Valerian
184x187, 1bit, 1.6KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Family


Objects Family Trees family tree 2
1188x780, 1bit, 29.4KB

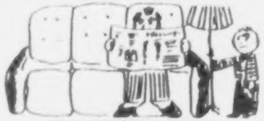
Objects Family Trees family tree 3
2220x1312, 1bit, 53.9KB


Objects Family Trees family tree2
2245x1425, 1bit, 60.4KB


Objects Family Trees family with 2 children
996x420, 1bit, 12.1KB

Dialogs father about children
884x422, 1bit, 34.9KB

Activities father beating boy&father&cow
902x380, 1bit, 15.9KB


Activities father&boy in sitting room
1086x502, 1bit, 21.6KB

Dialogs girl about family
544x806, 1bit, 54.4KB

Dialogs girl about family 2
560x788, 1bit, 55.6KB

Dialogs girl about father
384x560, 1bit, 27.3KB

Dialogs girl about trip
860x572, 1bit, 70.0KB

People grand parents
786x510, 1bit, 11.1KB

People Grandfather&children id
1144x586, 1bit, 12.0KB

People host family members
872x918, 1bit, 23.7KB

Dialogs husband leaves wife
552x453, 1bit, 31.2KB

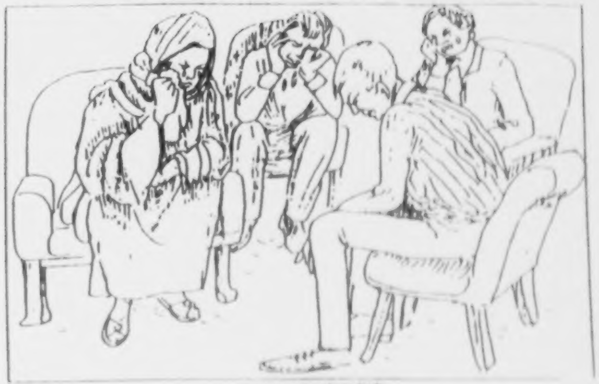
Dialogs Eat a meal family It's Delicious
828x492, 1bit, 24.7KB

Dialogs man about family
864x873, 1bit, 71.8KB

People mother with baby
332x524, 1bit, 5.1KB

People mother with two children
344x516, 1bit, 7.3KB

People mother&three children
828x636, 1bit, 86.4KB


People mourning african family
2001x1840. 1bit. 201.5KB

People Mum
310x818. 1bit. 9.1KB

People newborn sleeping
608x314. 1bit. 5.1KB

People close children (boy&girl)
496x780. 1bit. 13.7KB

[illegible] Visiting Grand Ma Sitting and [illegible]
634x490. 1bit. 26.1KB

[illegible] Grand Ma Sitting and talking w
632x498. 1bit. 23.7KB

[illegible] Grand Ma Sitting and talking
634x490. 1bit. 26.5KB

[illegible] child playing
444x814. 1bit. 8.4KB

People teenage girl
210x912. 1bit. 8.5KB

People teenagers
558x967. 1bit. 23.0KB

Objects Family Tips [illegible]
480x415. 1bit. 8.0KB

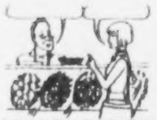
[illegible] a host family [illegible]
621x428. 1bit. 23.1KB

[illegible] a host family [illegible]
627x496. 1bit. 21.8KB

[illegible] host family Would You Like To
620x496. 1bit. 26.5KB

People young people (man&woman)
657x1122. 1bit. 21.3KB

People younger people&kids
723x884. 1bit. 24.3KB

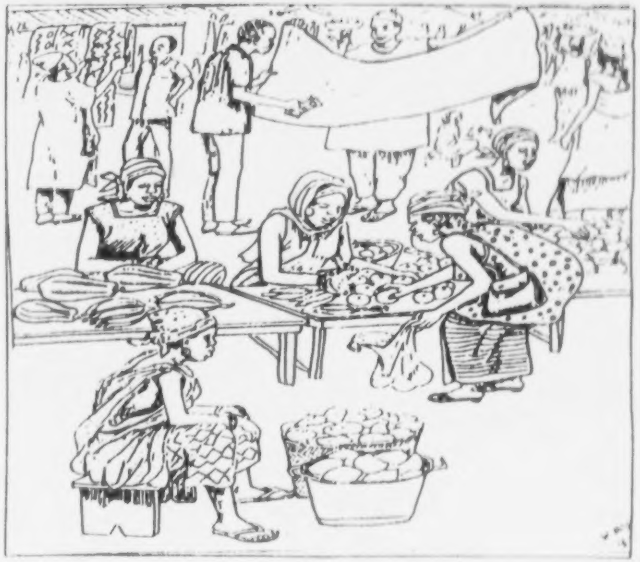


od & Shopping Going shopping [illegible]
624x484, 1bit, 22.6KB

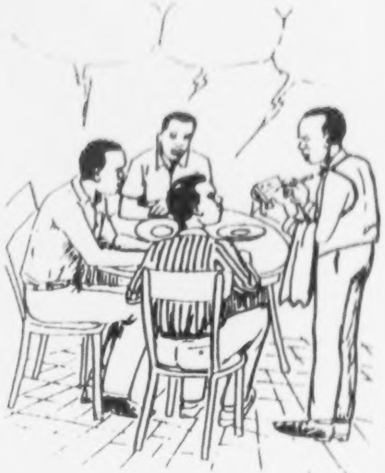
[illegible] Going [illegible]
627x496, 1bit, 22.9KB

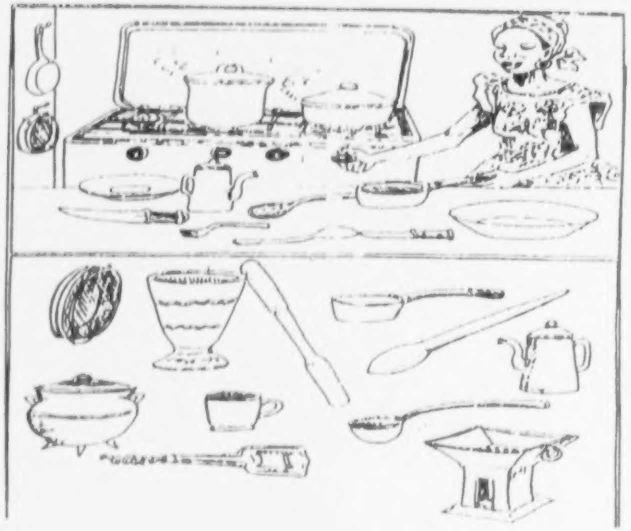
[illegible] shopping 3 [illegible]
622x484, 1bit, 21.6KB

[illegible] shopping 4 paying
618x487, 1bit, 19.6KB



Buying food & Shopping african market
3145x3004, 1bit, 337.6KB





Objects Fruit apple
129x144, 1bit, 2.7KB

Objects Fruit apple 2
204x260, 1bit, 2.6KB

Objects Fruit apple3
57x53, 32bit, 12.4KB

Eating in a restaurant Dialogs african waiter taking order
1848x2853, 1bit, 182.0KB

Objects Utensils/Containers african woman in kitchen
3085x2971, 1bit, 180.0KB

Dialogs are you hungry?
748x824, 1bit, 58.1KB

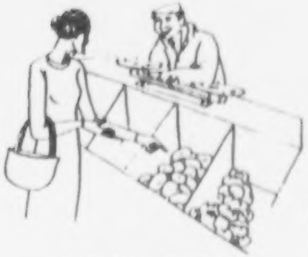
People Eating/Drinking are you hungry?
478x882, 1bit, 41.4KB

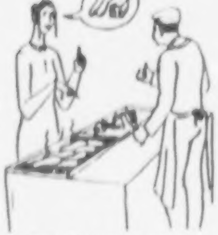
Buying food & Shopping at a commission shop
1270x980, 1bit, 27.0KB

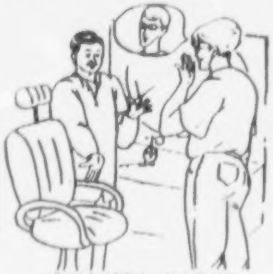
Buying food & Shopping at a department store
1332x846, 1bit, 24.7KB

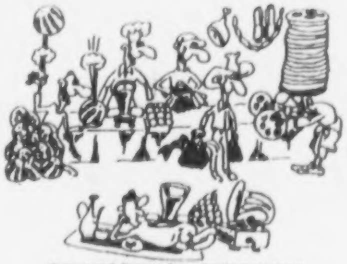
Buying food & Shopping at [illegible] market
1328x1130, 1bit, 48.7KB

Training Resource CD ROM   Pictures   1 Competency/Topic Pictures Food/Shopping

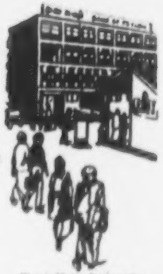

Buying food & Shopping at greengrocers
1310x1115, 1bit, 31.0KB


Buying food & Shopping at pastry shop
970x1170, 1bit, 25.0KB


Buying food & Shopping at the bargain
1222x1187, 1bit, 36.1KB


Buying food & Shopping Going shopping at the market
1473x1148, 1bit, 57.7KB

Objects Fruit banana
86x44, 32bit, 10.7KB


Objects Money Bank ceylon
664x1163, 1bit, 37.3KB

Objects Money Bank Nepal
644x384, 1bit, 20.0KB

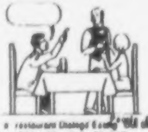
Objects Money banknotes
200x170, 1bit, 4.1KB

Objects Utensils/Containers basket
330x341, 1bit, 4.6KB

Objects Vegetables beans an
117x50, 1bit, 1.1KB

Objects Drinks beverages alcoholic&non alc
1018x614, 1bit, 19.0KB

Objects Money bill
240x224, 1bit, 7.0KB


Eating in a restaurant Dialogs Eating out
800x495, 1bit, 20.0KB

People Eating/Drinking black man drinking
1bit, 4.4KB

Objects Utensils/Containers bottle
1bit, 1.7KB

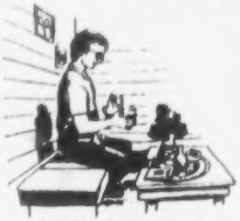
Objects Utensils/Containers
200, 1bit, 3.0KB

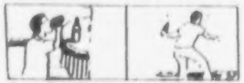
Objects Utensils/Containers
1bit, 1.3KB

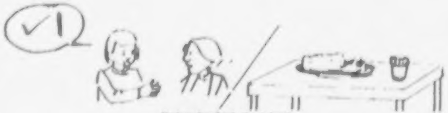
Objects Utensils/Containers Bottle3
161x264, 1bit, 1.9KB

Objects Utensils/Containers bowl
166x132, 1bit, 3.4KB

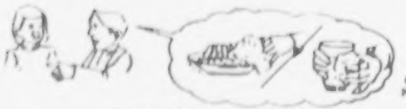
Objects Utensils/Containers box
166x273, 1bit, 2.4KB


People Eating/Drinking boy drinking
1016x937, 1bit, 27.6KB


People Eating/Drinking boy drinking/drunken boy
1016x330, 1bit, 9.6KB

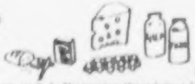


Dialogs boy&girl about food
1900x465, 1bit, 108.7KB


Dialogs boy&girl about washing dishes
1700x453, 1bit, 84.0KB

Objects Bread Bread
202x156, 1bit, 3.5KB

Objects Bread bread loaves and slices
780x440, 1bit, 6.9KB


Buying food & Shopping bread&eggs&cheese&milk
807x351, 1bit, 7.0KB

Objects Bread bread2
244x200, 1bit, 2.4KB

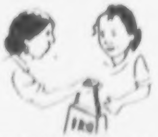
Objects Bread bread3
76x33, 32bit, 10.4KB

Objects Fruit bunch of bananas
354x177, 1bit, 6.6KB

Objects Utensils/Containers
246x271, 1bit, 3.0KB

Objects Fruit bunch of banana
560x481, 1bit, 12.5KB

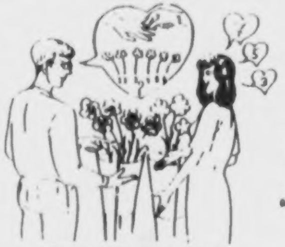
Objects Fruit bunch of grapes
103x240, 1bit, 5.0KB


Buying food & Shopping buying 1kg of rice
680x580, 1bit, 49.0KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Food/Shopping

Buying food & Shopping buying eggs&cheese
1130x900, 1bit, 22.0KB

Buying food & Shopping buying fish
1092x798, 1bit, 22.5KB


Buying food & Shopping buying flowers
1228x1112, 1bit, 37.7KB

Buying food & Shopping Going shopping Buying groceries
846x687, 1bit, 33.3KB

Buying food & Shopping buying pastries
1360x1025, 1bit, 30.0KB

Buying food & Shopping buying yoghurt
1110x880, 1bit, 20.2KB

Dialogs by the table
320x377, 1bit, 15.3KB

Dialogs by the table 2
386x318, 1bit, 10.0KB

Dialogs by the table 3
317x352, 1bit, 14.5KB

Dialogs by the table 4
310x307, 1bit, 15.7KB

Dialogs by the table 5
622x307, 1bit, 26.8KB

Dialogs by the table 6
324x390, 1bit, 16.2KB

Dialogs by the table 7
440x400, 1bit, 22.4KB

Dialogs by the table 8
312x412, 1bit, 18.3KB

Dialogs by the table 9
400x376, 1bit, 18.8KB

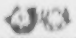
Objects Vegetables cabba
256x120, 1bit, 4.0KB

...ects Pastries/Sweets c
254x125, 1bit, 4.0KB

Objects Fish Carp ... or ...
520x232, 1bit, 10.2KB

Objects Vegetables carr
384x200, 1bit, 2.0KB

Objects Money cash desk
800x1017, 1bit, 10.8KB


Objects Vegetables caulifl
320x132, 1bit, 4.5KB

Objects Fruit cherries
...x63, 32bit, 0.4KB

People Eating/Drinking children eating from bowl
620x380, 1bit, 7.2KB

...ects Pastries/Sweets Chocolate b
328x200, 1bit, 3.1KB

Objects Utensils/Containers coff
102x251, 1bit, 2.1KB

...Utensils/Containers coffe
398x290, 1bit, 4.0KB

484x312, 1bit, 3.5KB

Dialogs Eating Out Co
394x360, 1bit, 6.3KB

Cooking cook 1
190x214, 1bit, 3.0KB

Cooking cook ...
371x547, 1bit, 7.3KB

Cooking cooking and frying
1305x700, 1bit, 18.9KB

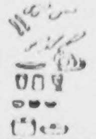
Cooking cooking chicken in oven
664x545, 1bit, 9.0KB

Cooking cooks
440x372, ...

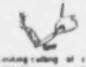
Shopping Learning ...
628x400, 1bit, 24.6KB

Shopping Learning Numbers Co
835x500, 1bit, 20.8KB

Objects Products/Meat cow & beef
1012x996, 1bit, 16.2KB


Objects Utensils/Containers cutlery
350x502, 1bit, 6.0KB

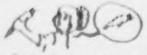
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Food/Shopping


Cooking cutting of carrot
760x754, 1bit, 2.2KB

Objects Products/Meal dairy products
822x496, 1bit, 12.1KB

People Eating/Drinking Delicious
492x424, 1bit, 8.3KB

Dialogs Dialog what to bring to picnic
473x386, 1bit, 12.6KB


Dialogs do you want carrot
604x232, 1bit, 17.6KB

Dialogs do you want ...
474x1088, 1bit, 85.0KB

People Eating/Drinking dreams about dinner
784x1102, 1bit, 18.3KB

People Eating/Drinking drunken
368x330, 1bit, 3.8KB

People Eating/Drinking drunken man goes home
1088x423, 1bit, 13.6KB

Objects Side dishes Dumplings
826x478, 8bit, 201.8KB

People Eating/Drinking eating
1450x485, 1bit, 22.8KB

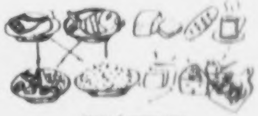
People Eating/Drinking eating cake
460x500, 1bit, 20.0KB

restaurant Dialogs Eating Out Eating
304x299, 1bit, 5.3KB

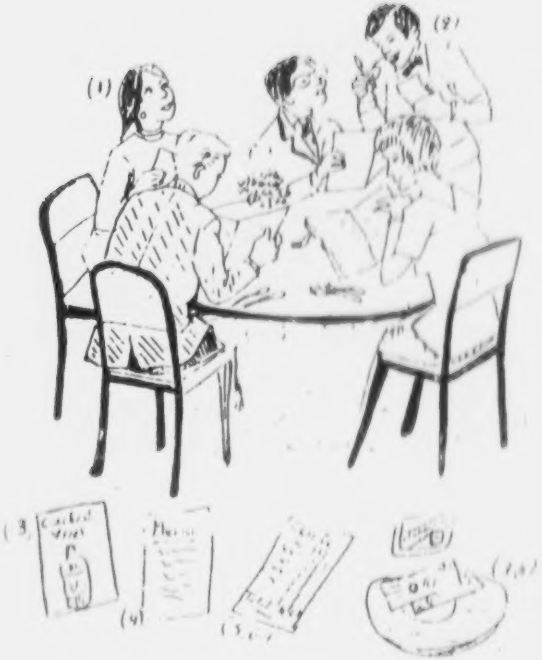
People Eating/Drinking Eating ...
480x684, 1bit, 11.3KB

People Eating/Drinking Eating Woman at
420x640, 1bit, 9.5KB

Objects Products/Meat eggs
357x220, 1bit, 2.6KB


Objects European food
1116x510, 1bit, 20.3KB

Eating in a restaurant expressing food preferences
1332x788, 1bit, 29.6KB

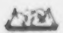


Eating in a restaurant family in a restaurant
3080x3010, 1bit, 220.0KB

Eating in a restaurant family in restaurant
928x872, 1bit, 33.0KB

Objects Fish fish
240x180, 1bit, 2.2KB

Objects Products/Meat fish
72x52, 32bit, 15.2KB

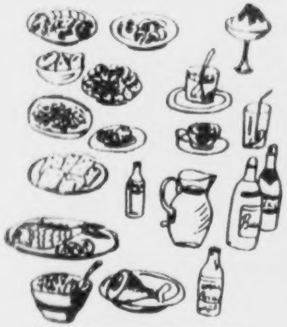


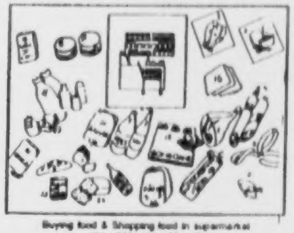
Objects Fish fish on plate
251x111, 1bit, 3.0KB

Objects Fish fish on plate
304x144, 1bit, 1.9KB

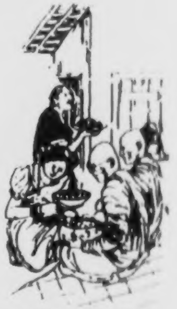
Objects Products/Meat fish coin bread
125x107, 32bit, 52.0KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Food/Shopping


Eating in a restaurant food and drinks on menu
1204x1382, 1bit, 62.5KB


Buying food & Shopping food in supermarket
1244x938, 1bit, 38.1KB

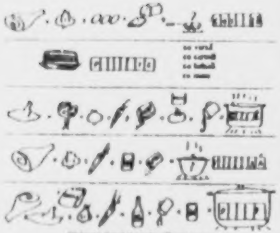
Objects food items
900x195, 1bit, 5.4KB

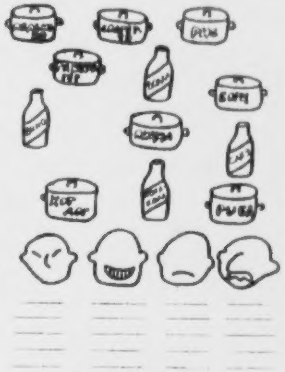

Dialogue food offer to monks
712x1321, 1bit, 38.8KB

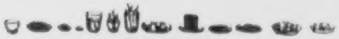
Objects food on plate 1
100x41, 1bit, 0.6KB

Objects food on plate 2
120x41, 1bit, 0.6KB

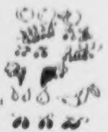
Objects food on plates
620x484, 1bit, 12.3KB


Objects food puzzle (Romanian)
1170x1022, 1bit, 27.0KB


Objects Food&Beverage Russian
1224x1816, 1bit, 32.6KB

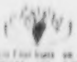

Objects food&drinks
1440x184, 1bit, 20.2KB

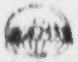
Objects Utensils/Containers 1
292x240, 1bit, 1.7KB


Objects Fruit fruits
432x530, 1bit, 9.1KB

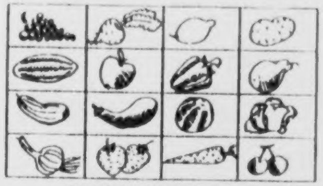
Objects Fruit fruits 2
606x940, 1bit, 14.5KB

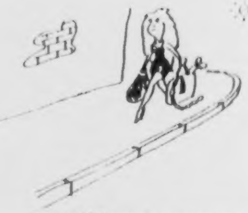
Objects Fruit fruits and vegetal
500x1496, 1bit, 18.8KB


Objects Fruit fruits on plate
300x163, 1bit, 1.2KB


Objects Fruit Fruits&Basket 8
300x257, 1bit, 4.6KB

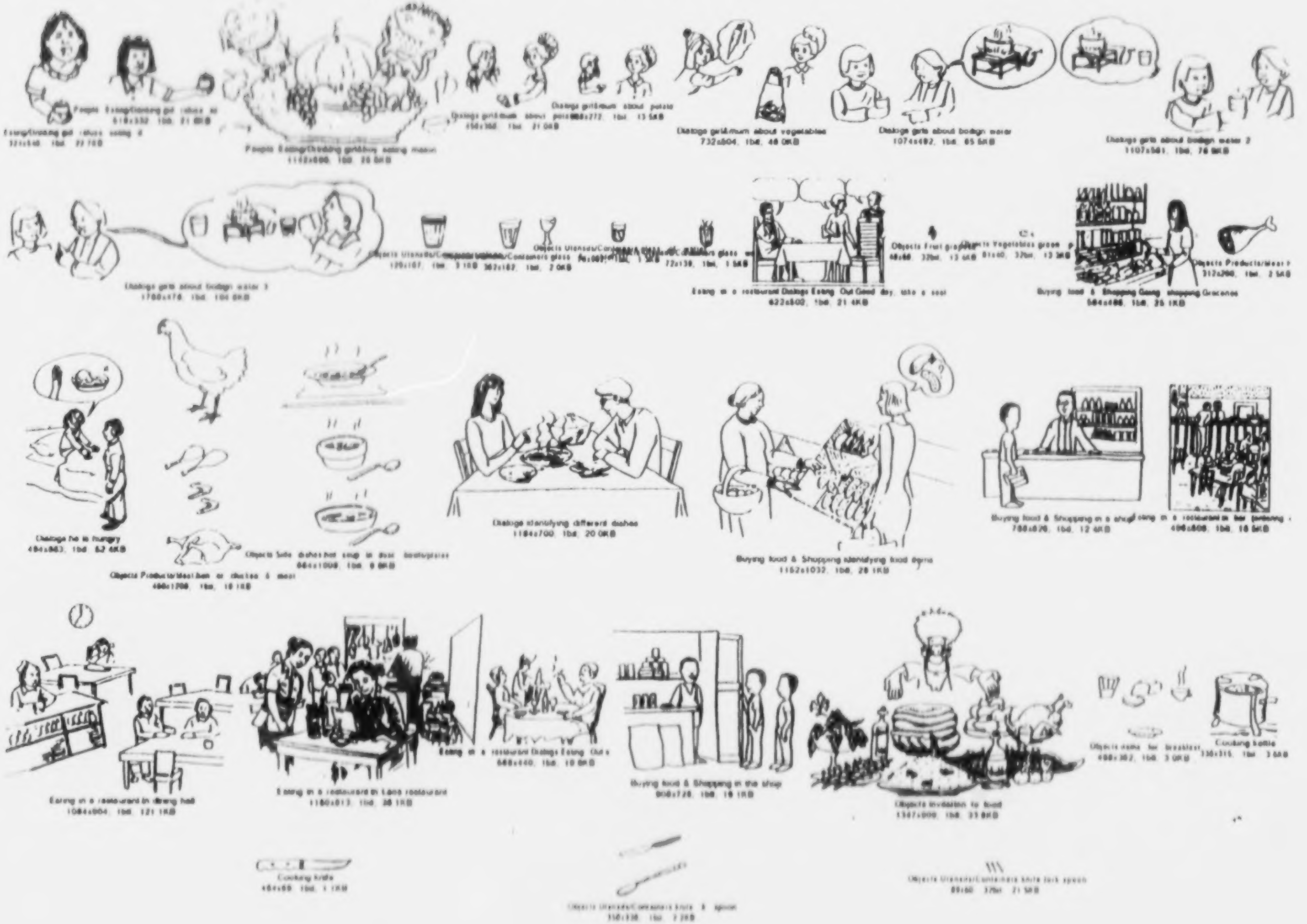
Objects fruits&vegetables
1192x838, 1bit, 36.7KB


Objects Fruit fruits&vegetables in a table
1385x785, 1bit, 31.0KB

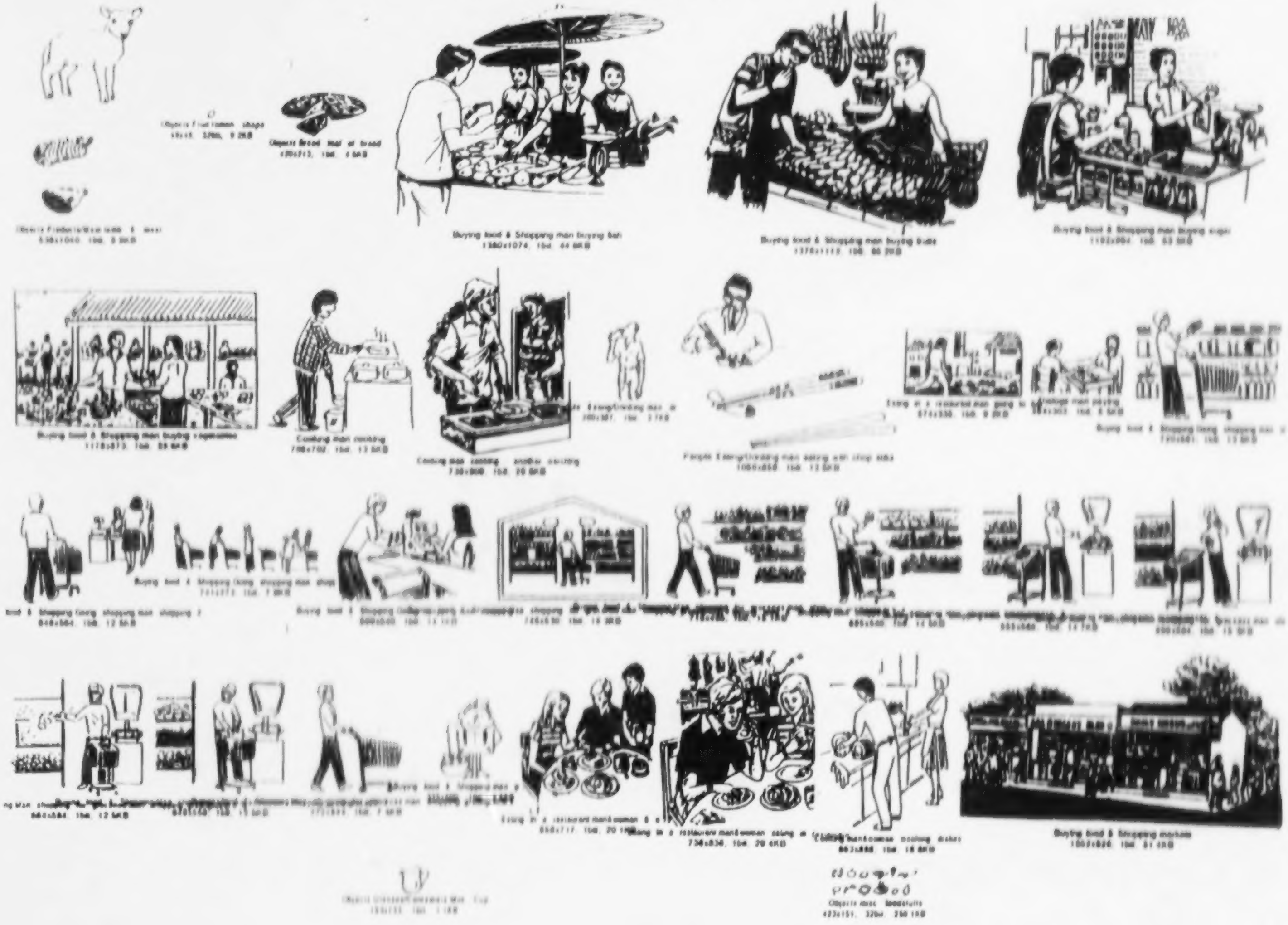

Buying food & Shopping Going shopping girl going shopping
1494x918, 1bit, 17.9KB

People Eating/Drinking girl likes sweets
704x480, 1bit, 40.2KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Food/Shopping



Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Food/Shopping


Buying food & Shopping man buying fish
Buying food & Shopping man buying vegetables
Cooking man cooking
People Eating/Drinking man eating with chop sticks
Eating in a restaurant man&woman eating
Buying food & Shopping markets
Objects misc. foodstuffs

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Food/Shopping

Objects Fruit misc. Buds
1444x1020, 1bit, 32.7KB

Objects Utensils/Containers mug
272x344, 1bit, 2.1KB

Objects Fruit mushroom
46x52, 32bit, 10.6KB

Objects Vegetables onion
200x178, 1bit, 2.6KB

Objects Vegetables onion2
32x40, 32bit, 6.6KB

Objects Fruit orange
144x170, 1bit, 2.6KB

Objects Drinks orange juice
640x872, 1bit, 13.0KB

Eating in a restaurant Dialogs Eating Out ordering food in restaurant
1284x808, 1bit, 24.6KB

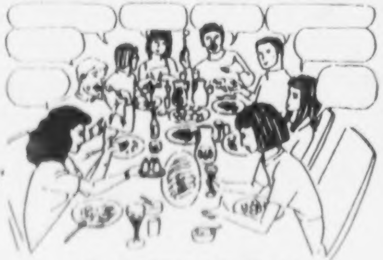
Eating in a restaurant Dialogs Eating Out ordering food in restaurant 2
1300x850, 1bit, 18.3KB

Eating in a restaurant PLT ordering food
876x800, 1bit, 18.6KB

Objects Fruit pear
28x45, 32bit, 5.5KB

Objects Fruit pear2
35x50, 32bit, 8.6KB

Cooking peeling potatoes
256x280, 1bit, 2.2KB


People Eating/Drinking people around table talking
1823x1137, 1bit, 57.8KB

Objects Money [illegible]
820x643, 1bit, 21.6KB

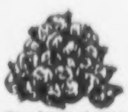
Vegetables piece of vegetables
76x113, 1bit, [illegible]

piece of vegetables
120x174, 1bit, [illegible]

piece of vegetables 3
144x237, 1bit, 4.5KB

Objects [illegible] pieces of [illegible]
137x56, 1bit, 1.7KB

Objects Products/Meat pig & pork
1104x820, 1bit, 19.7KB


Objects Fruit pile of walnuts
504x448, 1bit, 14.1KB

Objects Fruit pine apple
174x229, 1bit, 3.3KB

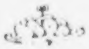
Objects Utensils/Containers pl[illegible]
280x[illegible], 1bit, [illegible]

Objects Utensils/Containers Plate w/ food
332x264, 1bit, 2.1KB

Objects Fruit [illegible]
81x55, 32bit, 11.6KB

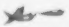
Objects Vegetables [illegible]
341x120, 1bit, 3.3KB

Objects Vegetables Potato
218x153, 1bit, 1.9KB


Objects Vegetables potatoes
360x219, 1bit, 2.5KB

Cooking pouring [illegible]
242x212, 1bit, 2.0KB

Cooking preparing food
876x605, 1bit, 11.7KB


Objects Vegetables red pepper
312x112, 1bit, 4.6KB

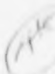
Objects Vegetables red pepper2
264x709, 1bit, 2.0KB

Objects Vegetables red pepper[illegible]
[illegible]x101, 1bit, 2.1KB

Objects Products/Consumables [illegible]
300x168, 1bit, 6.6KB

Objects Products/Meat roasted
216x159, 1bit, 1.3KB

Cooking roasting meat
615x799, 1bit, 13.3KB


Objects Bread Roll 1
303x371, 1bit, 3.1KB

Objects Bread Roll 2
321x338, 1bit, 3.1KB

Objects Bread roll
[illegible]

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Food/Shopping

eating-sowing dish with spoon
905x325, 1bit, 3.6KB

Objects Products/Meat sausage
320x123, 1bit, 1.6KB

Cooking serving food
672x440, 1bit, 8.9KB

Cooking sharing info about cooking
1152x1078, 1bit, 34.6KB

Buying food & Shopping she wants to buy bigger fish
968x590, 1bit, 10.8KB

Objects Products/Meat sheep
1134x582, 1bit, 14.0KB

Shopping list shopping for groceries shopping for groceries going ho
708x561, 1bit, 8.7KB

Objects Fruit sliced lime
61x27, 32bit, 6.0KB

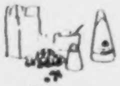
Utensils/Containers
72x67, 1bit

64x100, 1bit, 1.1KB

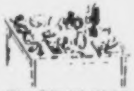
170x60, 1bit, 1.0KB

Objects Fruit split orange
320x244, 1bit, 3.6KB

Cooking stove/hot plate
604x366, 1bit, 4.7KB



Objects sugar
636x384, 1bit, 5.8KB



Objects Table laid with food
661x383, 1bit, 8.3KB

Objects Utensils/Containers table prepared
1295x1085, 1bit, 23.4KB

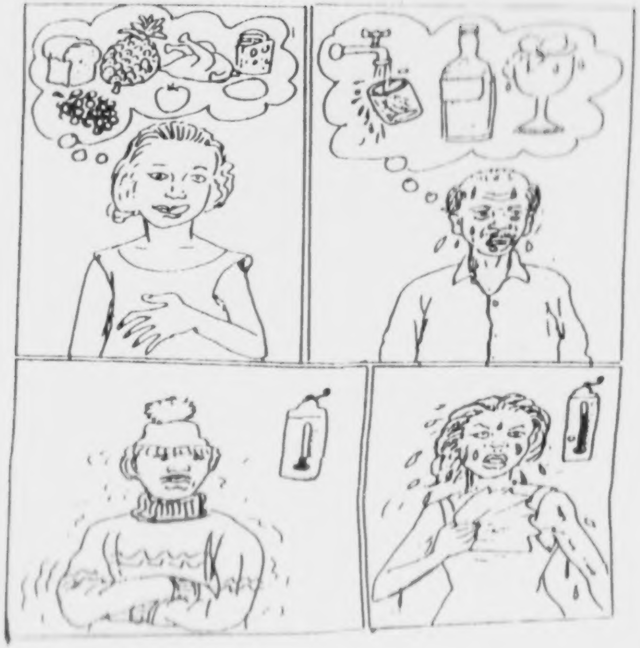
Eating at a restaurant Outings Eating Out Taking the
823x468, 1bit, 21.5KB

People Eating/Drinking Tasteless Meal Fu
700x800, 1bit, 10.2KB

Objects Drinks Tea Cup
248x232, 1bit, 1.7KB

Eating at a restaurant tea after
848x1174, 1bit, 30.0KB

Objects Drinks Tea&Lemon
400x372, 1bit, 4.6KB



People Eating/Drinking thinking about food and drink
3131x3301, 1bit, 270.5KB

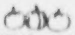
Buying food & Shopping Going shopping... Going shopping The... Going shopping... Going shopping The
845x494, 1bit, 22.8KB 822x493, 1bit, 25.7KB 632x496, 1bit, 20.7KB 627x496, 1bit, 21.8KB

People Eating/Drinking three african men eating
3130x1840, 1bit, 180.8KB

Eating in a restaurant three around table
492x383, 1bit, 6.8KB

Objects Utensils/Containers three
312x219, 1bit, 8.7KB

Cooking three cooks
360x512, 1bit, 4.3KB


Objects Vegetables three pieces of
304x128, 1bit, 5.1KB

Objects Fruit lemon
32bit, 0.5KB

Objects Vegetables tomo
32bit, 12.0KB

Eating/Drinking two
320x370, 1bit, 5.7KB

Objects Utensils/Containers two
312x340, 1bit, 3.7KB

Objects Bread two loaves of bre
360x407, 1bit, 5.7KB

People Eating/Drinking two old men drinking
1168x984, 1bit, 35.9KB

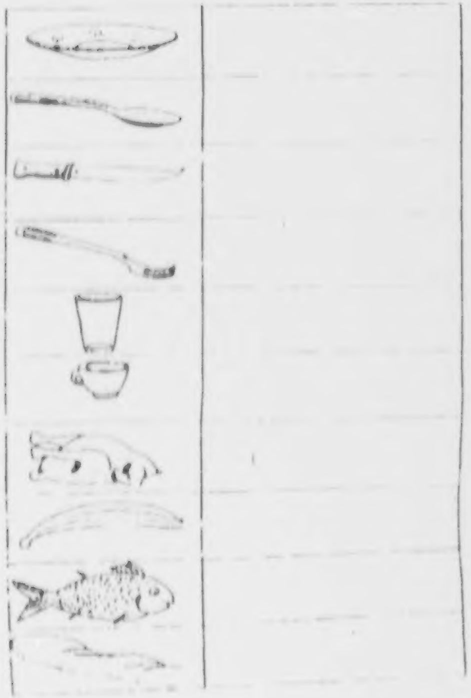
Dialogs two women about apple
471x330, 1bit, 20.8KB

Dialogs two women about grap
607x300, 1bit, 25.3KB

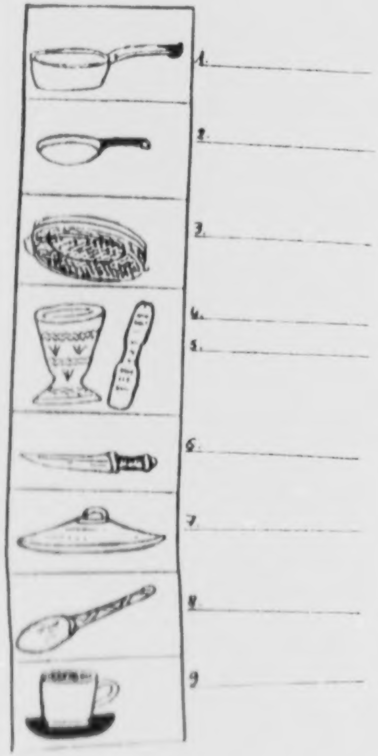
Dialogs two women about grapes 2
464x300, 1bit, 23.0KB

Dialogs two women about vegetables
490x444, 1bit, 26.8KB

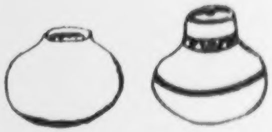
Dialogs two women about vegetables 2
482x490, 1bit, 27.8KB



Objects Utensils/Containers utensils
2400x3838, 1bit, 94.6KB

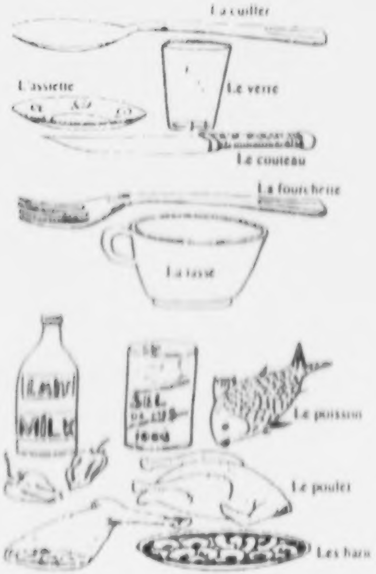


Objects Utensils/Containers utensils 2
1610x2652, 1bit, 98.5KB



Objects Utensils/Containers utensils 3
1100x644, 1bit, 8.3KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Food/Shopping


La cuiller
L'assiette
Le verre
Le couteau
La fourchette
La tasse
Le poisson
Le poulet
Les haricots

Objects Utensils/Containers utensils in French
1848x3022, 1bit, 106.0KB

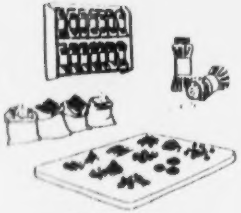
Objects Side dishes various dishes
1257x417, 1bit, 18.0KB

ЧАЙ
ДУЗ
СУЙЖИ

Objects various food items
1344x1202, 1bit, 44.2KB

Objects Fruit various fruits
670x750, 1bit, 20.2KB

Objects Fruit various fruits2
424x345, 1bit, 6.6KB

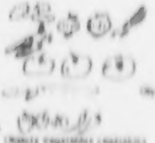


Objects various spices
1108x832, 1bit, 28.0KB

Objects Pastries/Sweets various sweets
528x348, 1bit, 8.3KB

Objects Vegetables various vegetables
1350x921, 1bit, 30.7KB

Buying food & Shopping Going shopping Vegas
600x477, 1bit, 30.6KB



Objects Vegetables vegetables
528x580, 1bit, 8.6KB

Objects Vegetables vegetables on pl
287x111, 1bit, 1.7KB

Eating out & restaurant Dialogs Eating Out Waiter
291x300, 1bit, 6.3KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Food/Shopping

Eating in a restaurant Waitress
1030x1025, 1bit, 18.6KB

Objects Fruit walnuts
624x429, 1bit, 13.9KB

People Eating/Drinking what people usually eat
1372x944, 1bit, 33.8KB

Objects Food salt
200x237, 1bit, 2.5KB

Objects Utensils/Containers [illegible]
45x64, 32bit, 11.9KB

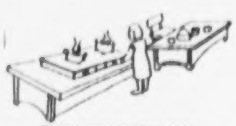
Objects Fruit winegrape
295x250, 1bit, 4.3KB

Eating in a restaurant woman & waitress taking order
788x925, 1bit, 32.2KB

Cooking woman and food
864x632, 1bit, 11.4KB

g food & Shopping woman buying
624x608, 1bit, 19.3KB

Cooking woman chopping veges into bowl
348x564, 1bit, 25.0KB


Cooking woman cooking in kitchen
984x496, 1bit, 59.0KB

Cooking woman cooking over fire in
376x548, 1bit, 25.0KB

Cooking woman cooking re
381x553, 1bit, 7.8KB

Cooking woman cooking vegetables
691x1030, 1bit, 34.6KB

Cooking woman cutting vegetables
616x472, 1bit, 30.6KB

People Eating/Drinking woman eating banana
536x684, 1bit, 18.2KB

od & Shopping woman going to b
536x478, 1bit, 21.0KB

food & Shopping woman in
496x600, 1bit, 17.0KB

Buying food & Shopping woman in shops
1078x788, 1bit, 102.3KB

Cooking woman peeling vegetables
568x492, 1bit, 34.8KB

Dialogs woman planning to cook rice
568x584, 1bit, 30.0KB

a restaurant woman
224x203, 1bit, 2.0KB

Cooking woman slicing potatoes
552x480, 1bit, 34.1KB

Cooking woman slicing
330x660, 1bit, 20.2KB

Cooking woman taking out
317x630, 1bit, 25.0KB

Cooking woman making her food to cool
360x632, 1bit, 20.6KB

Cooking woman washing pulses
628x610, 1bit, 33.6KB

Cooking woman weighing fish
536x650, 1bit, 15.5KB

Objects Vegetables woman with potatoes
217x203, 1bit, 8.2KB

Buying food & Shopping woman with shopping bag
297x180, 1bit, 19.6KB

Objects Money woman&man about money
1bit, 19.7KB

[illegible] woman&man about item
562x336, 1bit, 23.2KB

Eating in a restaurant woman&waitress bringing [illegible]
672x847, 1bit, 30.1KB

Cooking woman about cooking
1500x373, 1bit, 69.0KB

Dialogs woman about eating
832x628, 1bit, 72.8KB

Dialogue women about eating 2
620x630, 1bit, 54.0KB

Buying food & Shopping woman [illegible]
[illegible] 1bit, 38.[illegible]KB

Buying food & Shopping woman [illegible]
[illegible] 1bit, [illegible]

Buying food & Shopping woman about price 1
[illegible] 1bit, [illegible]KB

Buying food & Shopping woman about shop
[illegible] 1bit, [illegible]KB

Cooking women about what to cook
815x530, 1bit, 63.8KB

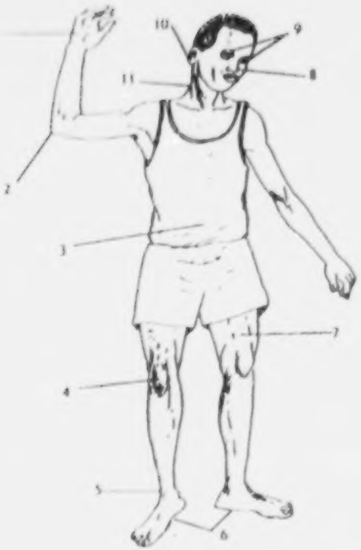
Buying food & Shopping woman asking for apples
878x588, 1bit, 63.9KB

Buying food & Shopping woman bargaining
804x600, 1bit, 30.3KB

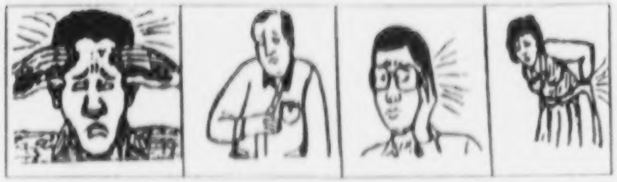
Buying food & Shopping Woman in Shop
1154x1198, 1bit, 84.5KB

Objects Pastries/Sweets Xmas cookies picture
[illegible] 1bit, 9.5KB

Objects Pastries/Sweets Xmas cooking
640x342, 4bit, 92.8KB



Objects/human body african man body parts
1640x2772, 1bit, 79.9KB



Portraits of people ailing people abso
3027x1840, 1bit, 103.3KB

Objects ambulance & bro
478x308, 1bit, 8.4KB

Dialogs/Activities Going to see a doctor Annie's Sick As
611x497, 1bit, 17.5KB

Dialogs/Activities applying injection
612x584, 1bit, 43.1KB

Dialogs/Activities At the barber's shop
472x377, 1bit, 10.2KB

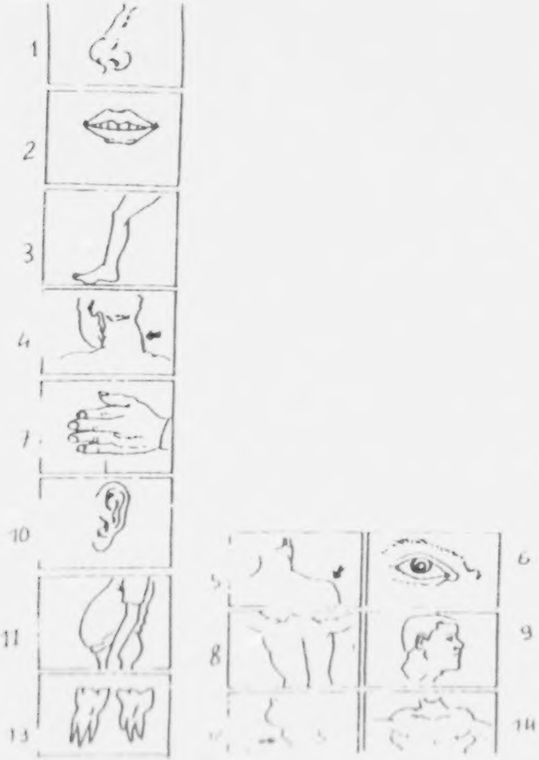
Portraits of people Illnesses Backache
588x457, 1bit, 20.0KB

Portraits of people blind man
107x309, 1bit, 1.9KB

Dialogs/Activities boy cleaning
302x484, 1bit, 6.0KB

Portraits of people illnesses boy cut himself
1112x523, 1bit, 16.3KB

Dialogs/Activities boy fell from bike
1072x610, 1bit, 17.0KB

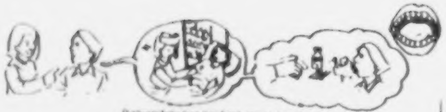


Objects Human body body parts 1
1280x1773, 1bit, 118.0KB

Portraits of people boy&doctor nurse [illegible]
1240x581, 1bit, 16.7KB

Portraits of people boy&doctor
395x755, 1bit, 8.9KB

Dialogs/Activities boy&girl about diarrhea
805x477, 1bit, 52.6KB



Dialogs/Activities boy&girl about healthcare
1900x470, 1bit, 111.3KB

Dialogs/Activities boy&girl about illness
1071x804. 1bit. 96.4KB

Dialogs/Activities boy&girl about pain 2
878x378,1bit. Going to see a doctor Jun Goes to See a Doctor

500x477. 1bit. 17.7KB

Portraits of people illnesses Burned his hand s

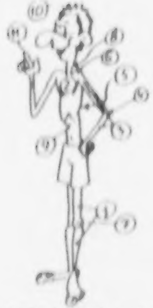
Dialogs/Activities calling for help
780x740. 1bit. 89.6KB

Portraits of people illnesses Cold
580x408. 1bit. 15.2KB

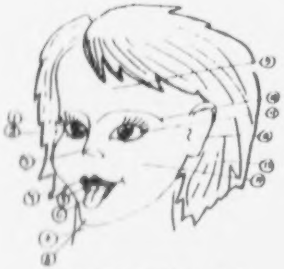
Portraits of people illnesses Cough
601x450. 1bit. 12.7KB

Portraits of people illnesses Cut her finger ofs
394x348. 1bit. 4.6KB

Portraits of people dentist and patient
821x684. 1bit. 14.4KB



Objects human body describe human body
640x1350. 1bit. 18.1KB



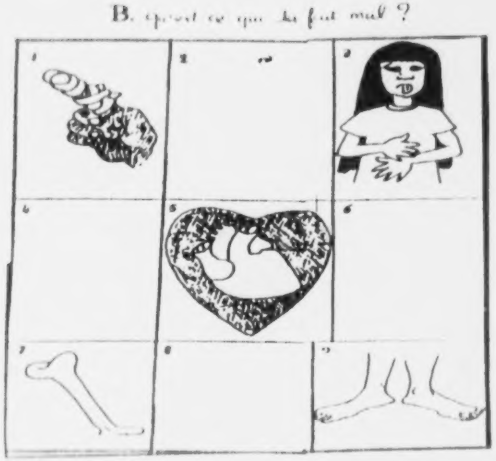
Objects human body describe human head
1232x1184. 1bit. 30.5KB

Portraits of people illnesses Diahreah
600x486. 1bit. 28.0KB

Portraits of people illnesses Diahreah2
177x380. 1bit. 9.3KB

Portraits of people illnesses Dizziness
450x570. 1bit. 5.5KB

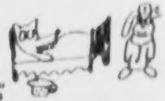
Dialogs/Activities Different hair styles
830x573. 1bit. 23.0KB


B. qu'est ce qui te fait mal ?
1
2
3
4
5
6
7
8
9

Portraits of people different illnesses
2063x2405, 1bit, 115.5KB

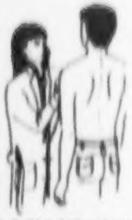
Portraits of people doctor
236x706, 1bit, 5.8KB

Portraits of people doctor
230x262, 1bit, 3.0KB



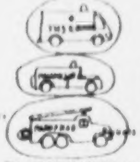
Portraits of people Doctor Rabbit [illegible]
684x452, 1bit, 8.5KB

Dialogs/Activities doctor writing prescription
800x686, 1bit, 18.7KB



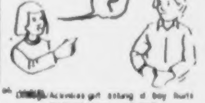
Dialogs/Activities Going to see a doctor [illegible]
610x630, 1bit, 17.0KB

[illegible] of people falling man [illegible]
218x277, 1bit, 3.1KB



Objects fire&police&ambulance
688x704, 1bit, 11.1KB

[illegible] of people illnesses Face hurts fell [illegible]
815x411, 1bit, 17.2KB

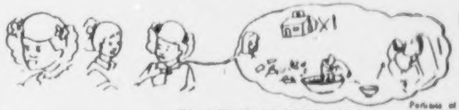


Dialogs/Activities girl asking a boy hurts
810x454, 1bit, 45.8KB

Dialogs/Activities girls about hospital
1650x673, 1bit, 115.8KB

Dialogs/Activities girls about hospital 2
1700x458, 1bit, 95.9KB

Dialogs/Activities girls about hospital 3
1550x408, 1bit, 77.9KB



Dialogs/Activities girls about hospital 4
1600x456, 1bit, 89.7KB

Portraits of people illnesses Got [illegible]
304x377, 1bit, 6.8KB

Portraits of people illnesses [illegible] 1bit, 3.0KB

Portraits of people illnesses ho [illegible]
168x283, 1bit, 3.9KB

Portraits of people illnesses Headache
481x429, 1bit, 11.3KB

Portraits of people illnesses hos [illegible]
232x285, 1bit, 3.5KB

Portraits of people illnesses headach
648x537, 1bit, 43.2KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Health and Safety/Medical

Dialogs/Activities health lecture in village unit
1190x644, 1bit, 16.7KB

Dialogs/Activities Going to see a doctor [illegible] Hora's you prescription
621x480, 1bit, 18.8KB
621x491, 1bit, 20.8KB

Portraits of people hospital
1208x318, 1bit, 14.3KB

Dialogs/Activities Going to see a doctor Anna's Sick
620x487, 1bit, 18.5KB

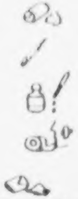
Portraits of people ill Man
865x1100, 1bit, 15.0KB

Portraits of people illnesses of people
1068x900, 1bit, 19.9KB

Portraits of people ill woman
864x650, 1bit, 7.2KB

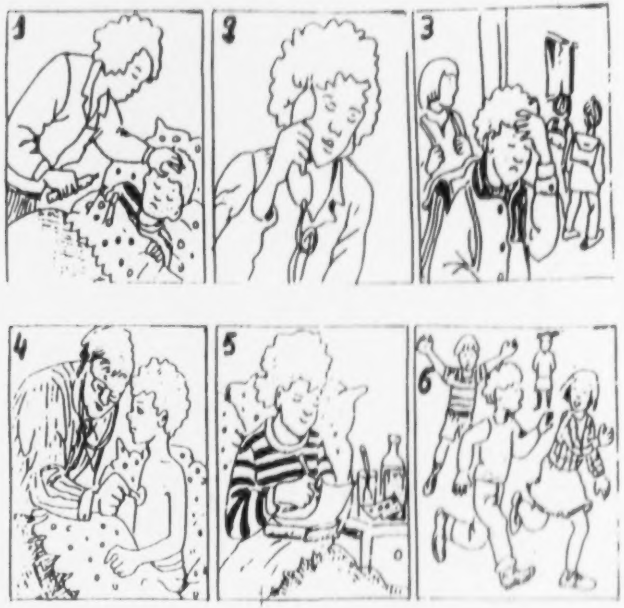
Portraits of people in a wheel chair
252x326, 1bit, 10.8KB

Objects items from medical chest 1
200x817, 1bit, 4.2KB

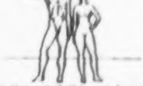


Objects items from medical chest 2
302x853, 1bit, 5.7KB

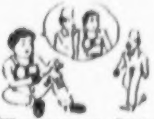
Dialogs/Activities Going to see a doctor Anna's Sick Jane Anne Close up
819x480, 1bit, 21.7KB



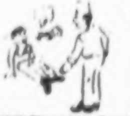
Dialogs/Activities little boy with mum calls doc 1
3331x3220, 1bit, 368.4KB



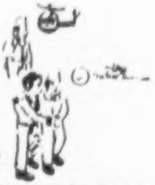
Objects Human body Male and Female Front
602x481, 1bit, 13.7KB



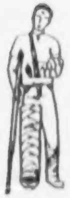
Portraits of people Illnesses man with [illegible]
652x524, 1bit, 42.7KB



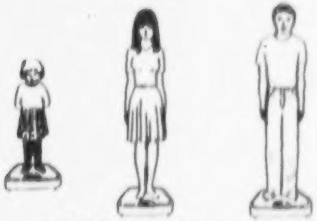
Portraits of people Illnesses man with [illegible]
[illegible]28x600, 1bit, 32.8KB



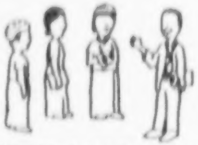
Portraits of people man with broken leg
848x808, 1bit, 64.8KB



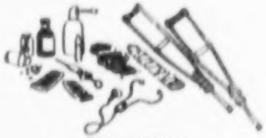
Portraits of people Illnesses man with broken leg&crit
266x243, 1bit, 9.5KB



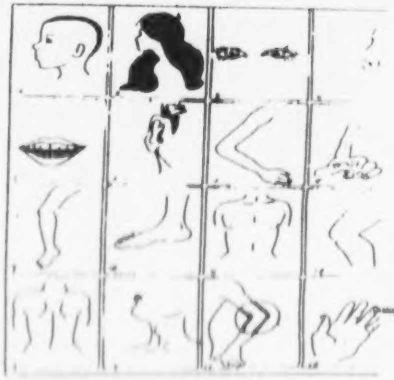
Dialogs/Activities man woman baby getting weighed
1382x951, 1bit, 24.0KB



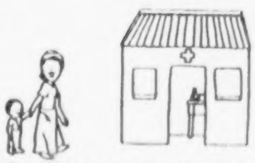
Dialogs/Activities Going to see a doctor medical consultation
928x628, 1bit, 15.2KB



Objects medical items
1132x812, 1bit, 18.4KB

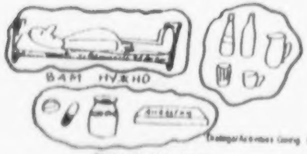


Objects Human body more body parts
1848x1992 1bit 87.6KB

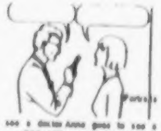


Dialogs/Activities Going to see a doctor mother&boy going to hospital
1100x666 1bit 15.4KB

Portraits of people nurse
264x700 1bit 5.5KB

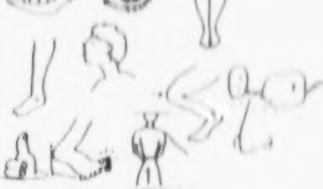


Objects objects in hospital
1300x885 1bit 18.2KB

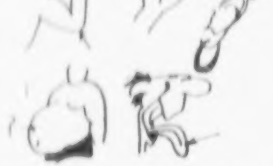


Dialogs/Activities Going to see a doctor Anna goes to see a doctor Open your mouth
623x400 1bit 17.0KB

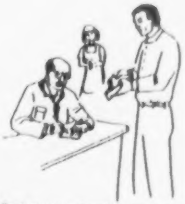
Portraits of people illnesses pain in
264x255 1bit 2.3KB



Objects Human body parts of human body
1456x1000 1bit 20.6KB

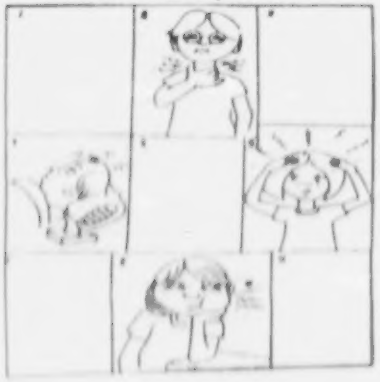


Objects Human body parts of human body2
1188x1032 1bit 17.8KB

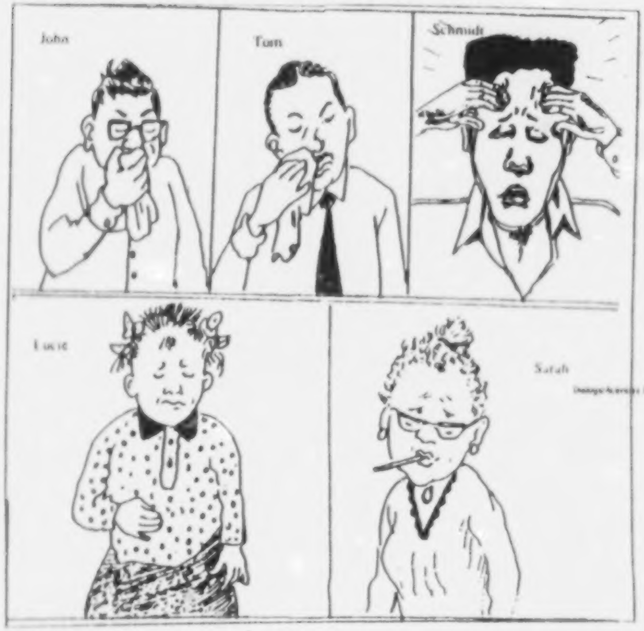


Dialogs/Activities Going to see a doctor PCV paying for doctor treatment
786x876 1bit 16.0KB

A quoi est ce que tu fait mal ?

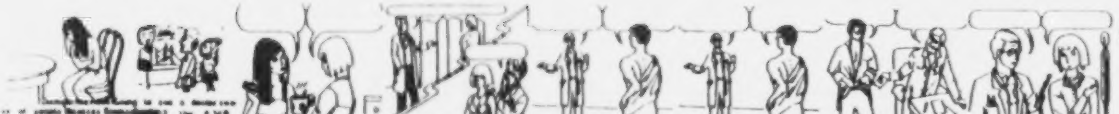


Portraits of people sick children
1610x2364, 1bit, 60.1KB



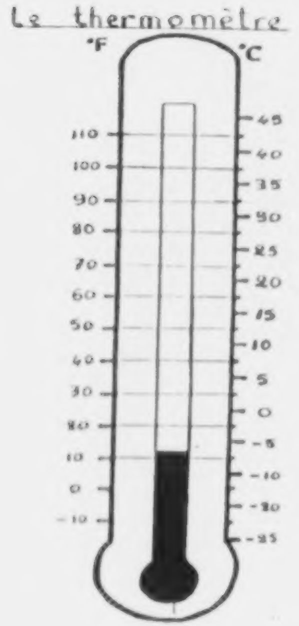
Portraits of people illnesses [illegible]
Dialogs/Activities Going to see a doctor [illegible] Going to See a Doctor [illegible]
611x470, 1bit, 17.1KB

Portraits of people sick people in africa
3114x3402, 1bit, 263.6KB



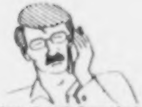
[illegible] of people illnesses [illegible] Going to see a doctor [illegible]
500x309, 1bit, 12.2KB
[illegible] 1bit, 6.3KB
Dialogs/Activities [illegible]
630x493, 1bit, 18.5KB
617x468, 1bit, 24.7KB
610x487, 1bit, 15.9KB
610x487, 1bit, 15.6KB
611x481, 1bit, 21.5KB
610x491, 1bit, 23.2KB

Dialogs/Activities Going to see a doctor talking to a sick friend
1304x832, 1bit, 35.1KB

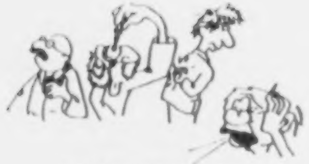

Le thermomètre
°F
°C
110
100
90
80
70
60
50
40
30
20
10
0
−10
45
40
35
30
25
20
15
10
5
0
−5
−10
−20
−25

Objects thermometer
1648x3338, 1bd, 81.9KB

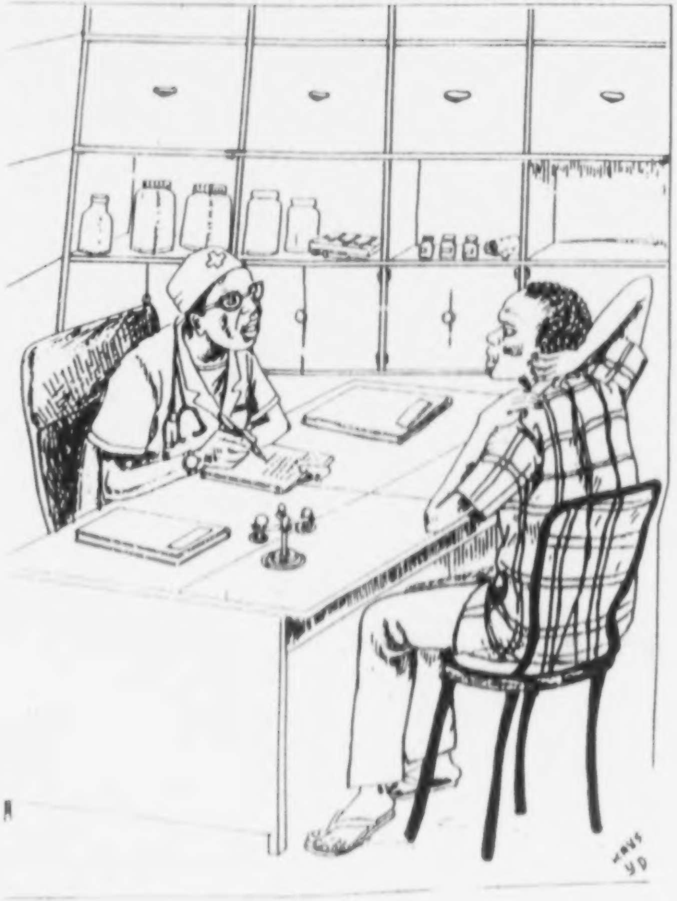
Objects thermometer 2
184x380, 1bd, 2.4KB



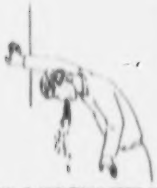
Portraits of people Illnesses Toothache
688x440, 1bd, 14.9KB



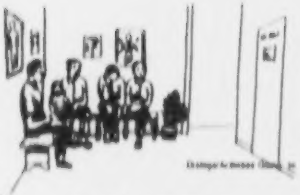
Portraits of people Illnesses various aches
1304x744, 1bd, 29.7KB



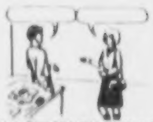
[illegible] african doctor
3100x4700 [illegible]



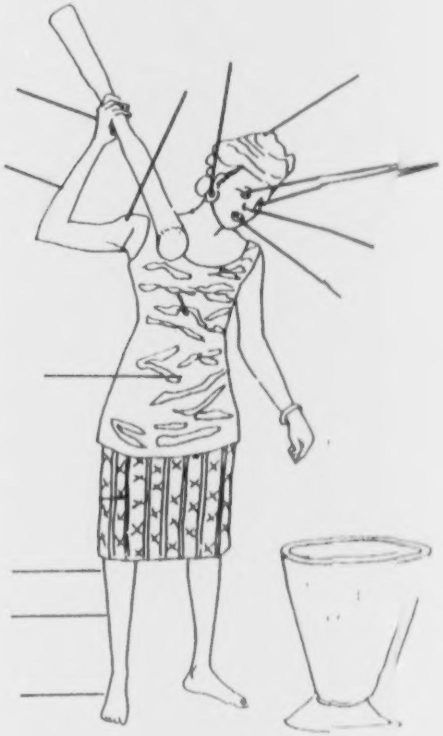
Portraits of people/illnesses vomiting pose
663x788, 1bit, 9.9KB



Portraits of people waiting room
1272x850, 1bit, 20.5KB



Dialogs/Activities/Ama goes to see a doctor/Ama goes to see a doc
613x403, 1bit, 17.4KB



Objects Human body woman - b body parts
3105x3830, 1bit, 142.79KB

Dialogs/Activities woman about doctor
504x208, 1bit, 10.8KB

Portraits of people woman using pills
660x370, 1bit, 31.0KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Health and Safety/Medical

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Parkade of people woman helper
1804x738, 1bit, 145.6KB

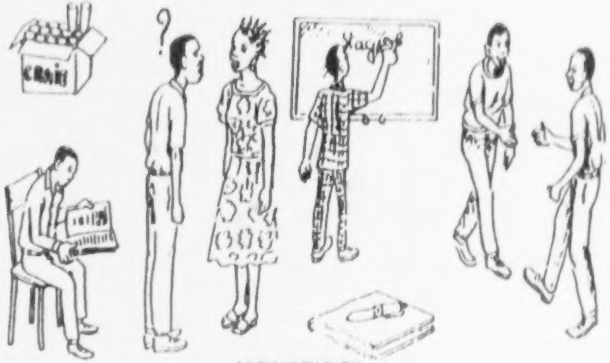
[illegible] Going to see a doctor Bob Goes to See a Doctor [illegible]
610x482, 1bit, 19.6KB

[illegible] going to see a doctor Anna goes to see a doctor [illegible] Anna
622x438, 1bit, 20.3KB

1021

1022

Training Resource CD ROM Pictures I Competency/Topic Pictures Literacy

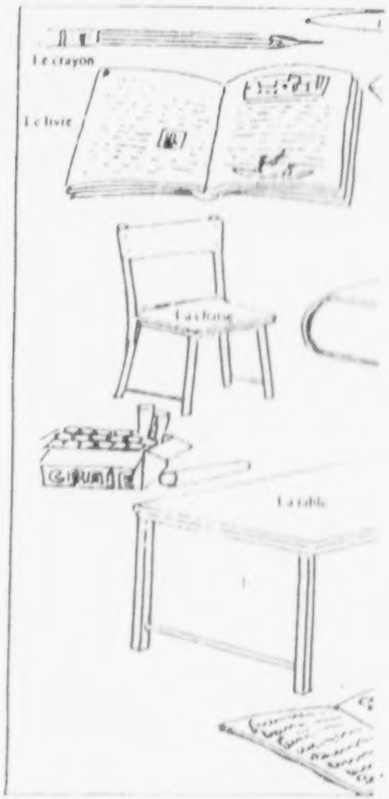


Activities activities in class
3202x1648, 1bit, 177.5KB

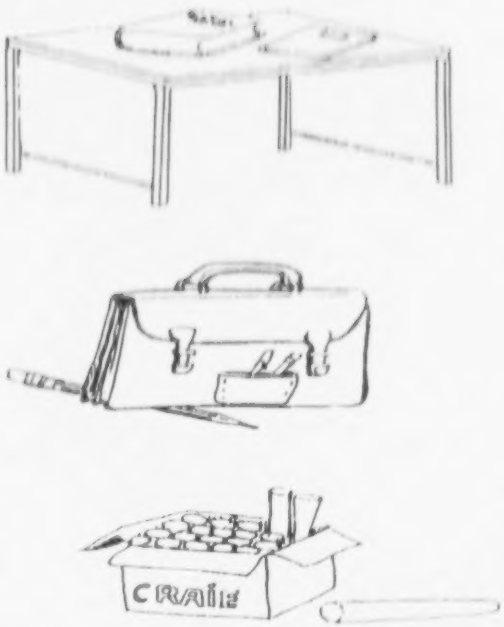
Objects bookshelf
814x814, 1bit, 10.2KB

Activities children reading books
806x456, 1bit, 12.4KB

Activities children with open book
826x282, 1bit, 7.8KB


Le crayon
Le livre
La chaise
CRAIE
La table

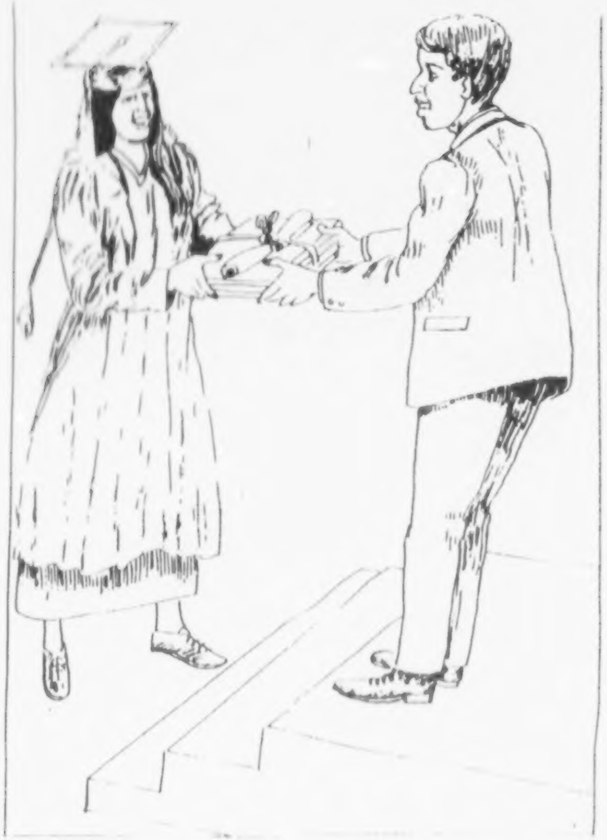
Objects classroom objects 2
1640x3070 1bit 129.2KB



Objects classroom objects 3
2072x3181 1bit 107.1KB

Objects Czech textbooks
361x291 8bit 75.9KB

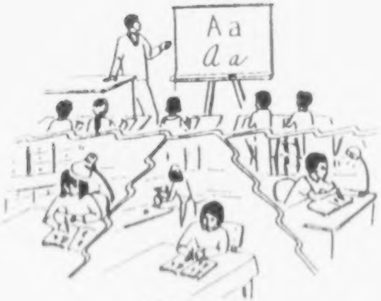
explaining Peace Corps
1240x1158, 1bit, 36.5KB



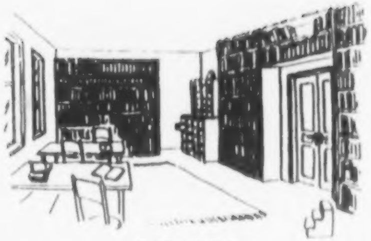
Activities:graduation (woman)
3018x4074, 1bit, 289.2KB

Activities:he is reading&she is writing
968x484, 1bit, 8.0KB

Activities:he is writing
536x584, 1bit, 7.1KB

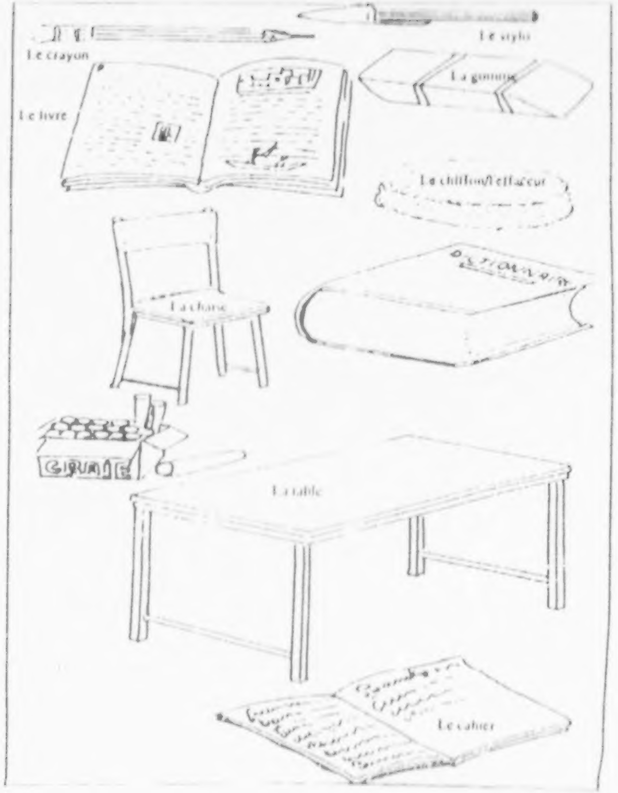


Activities homework
1652x1304, 1bit, 48.2KB

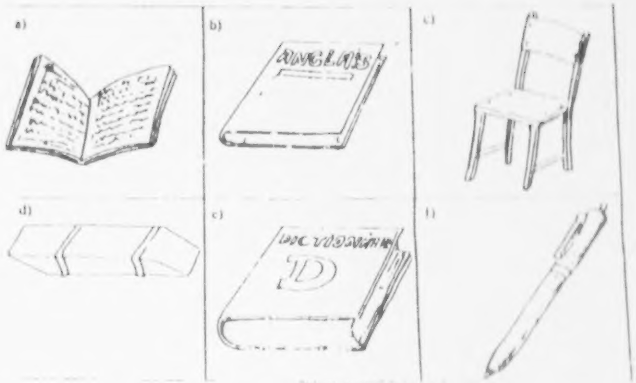


Objects inside library
1608x1069, 1bit, 68.2KB

Activities man with books
244x286, 1bit, 3.2KB


Le crayon
Le stylo
La gomme
Le livre
Le chiffon/l'effaceur
La chaise
DICTIONNAIRE
CRAIE
La table
Le cahier

Objects more classroom object in French
3178x4016 [illegible] 208 KB



Objects objects in classroom
3443x1640, 1bit, 108.8KB

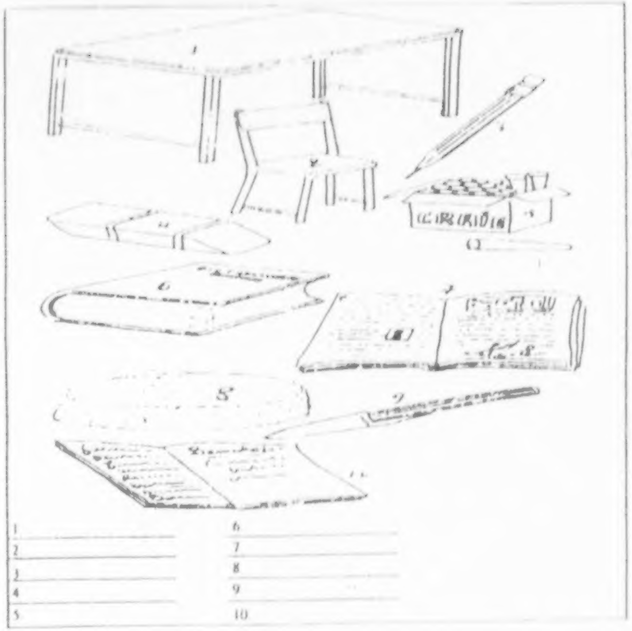
Activities old man can read
560x620, 1bit, 9.6KB

Activities PCVs sitting around a tab
285x231, 8bit, 60.5KB

Activities PCVs sitting in a classroom
782x432, 8bit, 320.7KB

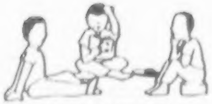
ivities PCVs at their desk
135x111, 8bit, 15.0KB

Objects Peace Corps Logo
133x145, 8bit, 17.8KB

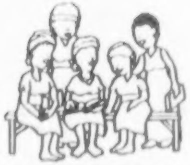


Objects still more classroom objects
2810x3212, 1bit, 148.0KB

Activities Teacher carrying books
205x320, 8bit, 96.2KB



Activities three with a book
908x482, 1bit, 10.1KB



Activities women are reading
830x746, 1bit, 10.9KB

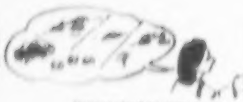
Batteries id
336x460. 1bit. 1.5KB

box of matches
266x194. 1bit. 2.6KB

boy and various things
782x1010. 1bit. 20.5KB

Dialogues boy&girl about bridge
812x520. 1bit. 53.3KB

Dialogues boy&girl about bridge 2
1117x404. 1bit. 55.0KB



Dialogues boy&girl about country
1352x400. 1bit. 81.9KB

Dialogues boy&girl about country 2
1078x288. 1bit. 38.4KB

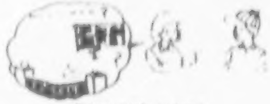
Dialogues boy&girl about mountains
1012x852. 1bit. 81.7KB

Dialogues boy&girl about mountains 2
896x576. 1bit. 61.7KB

Dialogues boy&girl about mountains 3
1280x412. 1bit. 84.2KB

Dialogues boy&girl dialogue
936x472. 1bit. 54.6KB

Dialogues boy&girl talking
844x380. 1bit. 39.9KB



Dialogues boy&girl talking 1
1140x432. 1bit. 81.4KB

Dialogues boy&girl talking 2
880x452. 1bit. 48.3KB

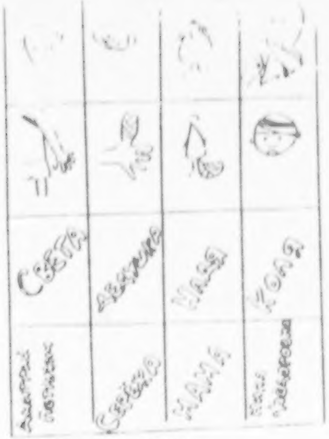
Dialogues boy&girl talking 3
1218x820. 1bit. 97.8KB

Dialogues boy&girl talking 1
486x406. 1bit. 29.7KB

boys&books teacher escort
1232x496. 1bit. 18.4KB

camp
842x248. 1bit. 4.7KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Miscellaneous



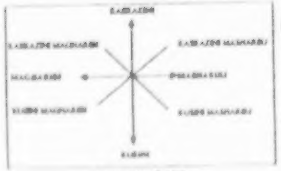
Cards.tif
1415x1915, 1bit, 46.8KB

catching of a bed
1148x440, 1bit, 14.8KB

Characters.tif
1399x1770, 1bit, 72.6KB

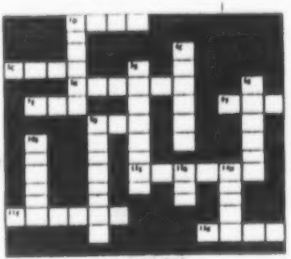
Characters2.tif
1390x1800, 1bit, 66.6KB

85

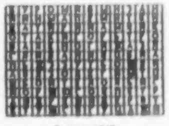


Compass in Swahili
1192x724, 1bit, 11.2KB

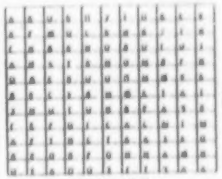
crazy Man.tif
857x900, 1bit, 11.9KB



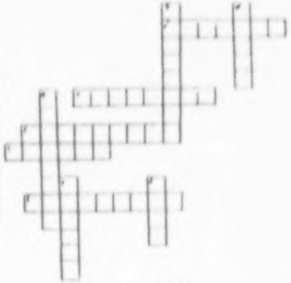
crossword sheet
1232x1083, 1bit, 66.6KB



Crossword.tif
757x548, 1bit, 17.0KB



Crossword2.tif
940x780, 1bit, 20.0KB



Crossword3.tif
1248x1244, 1bit, 15.1KB

cup bowl bed shoe
1312x307, 1bit, 7.8KB

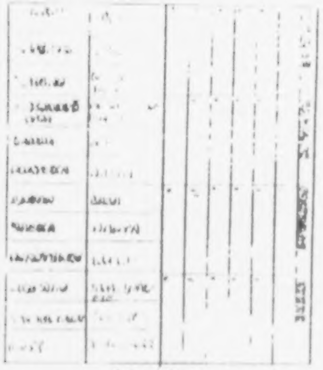
Dialogues Dialog in Three.tif
955x685, 1bit, 12.4KB

Dialogues Dialog Two Women.tif
470x470, 1bit, 8.7KB

Dialogues dialogue of two girls
580x604, 1bit, 42.1KB

Empty Box.tif
1265x735, 1bit, 4.3KB

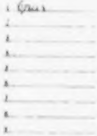
Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Miscellaneous


Equipment Form.tif
1375x1560, 1bit, 46.6KB

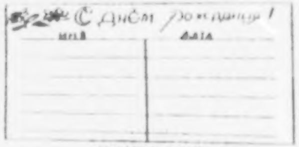
Dialogues everything is OK
1150x415, 1bit, 68.9KB

father is leaving family
1124x734, 1bit, 14.0KB

Fill in Crossword.tif
499x460, 1bit, 3.6KB


Fill in Crossword2.tif
470x824, 1bit, 2.9KB

Fill in Dialog.tif
1384x1460, 1bit, 31.1KB



fill in birthday form.tif
1260x633, 1bit, 10.5KB

fill in clothing men.tif
624x872, 1bit, 2.6KB

fill in clothing women.tif
640x864, 1bit, 2.6KB

five persons.tif
1110x1115, 1bit, 33.3KB

flying girl
316x324, 1bit, 3.0KB

four umbrellas
344x272, 1bit, 3.1KB

girl
310x345, 1bit, 3.2KB

girl about friends
760x921, 1bit, 86.6KB

girl about man in mountain
1100x576, 1bit, 78.4KB

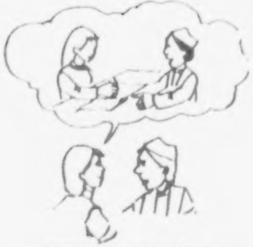
girl about soldier
1110x555, 1bit, 78.1KB

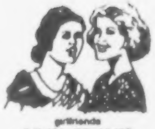
girl with flower
320x350, 1bit, 3.2KB

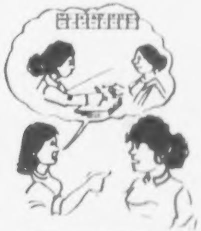
Dialogues girl&live in mountains 13
1584x838, 1bit, 122.5KB

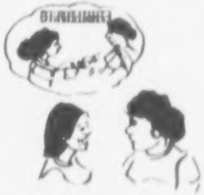
Dialogues girl&live in mountains 14
828x1080, 1bit, 110.9KB

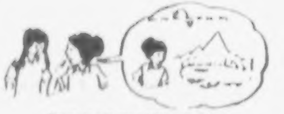
Training Resource CD ROM   Pictures   1 Competency/Topic Pictures Miscellaneous

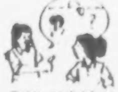

Dialogues girl&man about inscription
1080x1062, 1bit, 139.9KB

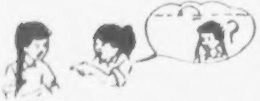

girlfriends
640x484, 1bit, 14.4KB

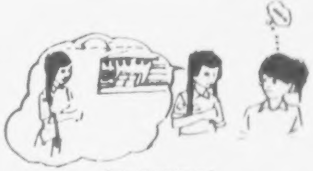

Dialogues girls about inscription
852x1008, 1bit, 108.5KB

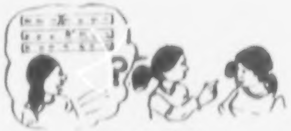

Dialogues girls about inscription 2
880x844, 1bit, 90.0KB

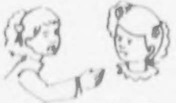

Dialogues girls about lake in mountains
1156x484, 1bit, 89.2KB

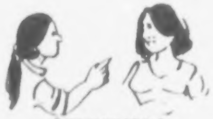

Dialogues girls talking
492x412, 1bit, 26.5KB

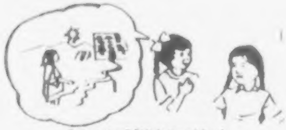

Dialogues girls talking 2
1120x458, 1bit, 63.0KB

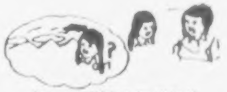

Dialogues girls talking 3
1338x744, 1bit, 122.2KB

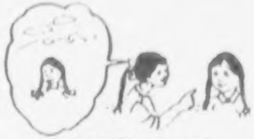

Dialogues girls talking 4
1218x572, 1bit, 85.7KB

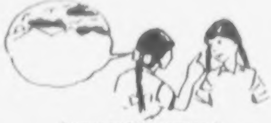

Dialogues girls talking 5
732x456, 1bit, 41.8KB

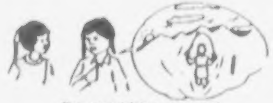

Dialogues girls talking 6
894x504, 1bit, 55.8KB

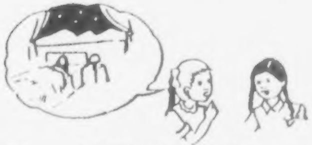

Dialogues girls&life in mountains 1
1220x542, 1bit, 81.7KB

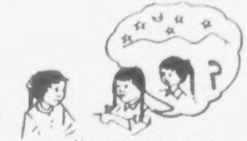

Dialogues girls&life in mountains 10
940x380, 1bit, 44.3KB

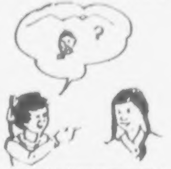

Dialogues girls&life in mountains 2
1072x582, 1bit, 78.9KB

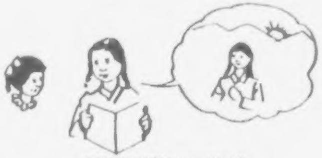

Dialogues girls&life in mountains 3
1182x538, 1bit, 77.1KB

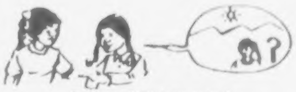

Dialogues girls&life in mountains 4
1144x430, 1bit, 60.7KB

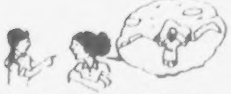

Dialogues girls&life in mountains 5
1330x630, 1bit, 103.5KB

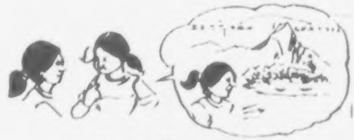

Dialogues girls&life in mountains 6
964x598, 1bit, 71.4KB

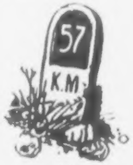

Dialogues girls&life in mountains 7
700x724, 1bit, 63.1KB


Dialogues girls&life in mountains 8
1372x668, 1bit, 113.0KB

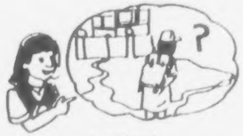

Dialogues girls&life in mountains 9
1256x384, 1bit, 59.4KB


Dialogues girls&live in mountains 11
987x426, 1bit, 62.2KB

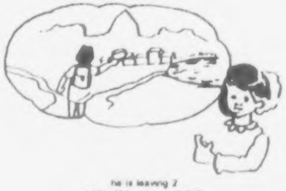

Dialogues girls&live in mountains 12
1488x596, 1bit, 109.0KB



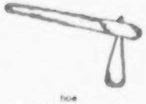
guard stone
568x713, 1bit, 18.1KB

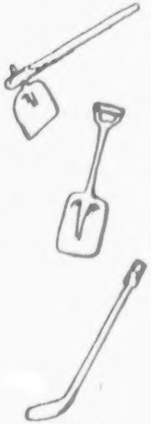


he is leaving 1
1016x576, 1bit, 72.2KB


he is leaving 2
1208x760, 1bit, 113.0KB

head match food book
1312x306, 1bit, 10.7KB


hoe
650x416, 1bit, 3.1KB


hoe&spade&si
656x1862, 1bit, 13.5KB

I do not know
380x608, 1bit, 4.4KB

irrigation
1466x824, 1bit, 21.0KB

island
1165x555, 1bit, 14.5KB

88

Dialogues it is OK
772x700, 1bit, 87.2KB

Junk
640x815, 1bit, 8.2KB

Junk in Wood
1242x1188, 1bit, 28.5KB

Kiosk
605x370, 1bit, 8.9KB

lecture to people
1104x754, 1bit, 26.0KB

live in mountains 1
587x411, 1bit, 30.7KB

live in mountains 2
504x408, 1bit, 28.9KB

live in mountains 3
658x413, 1bit, 28.7KB

live in mountains 4
670x414, 1bit, 29.7KB

live in village
1108x572, 1bit, 78.4KB

love among friends
537x423, 1bit, 28.7KB

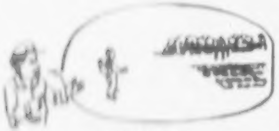
making photo in village
1120x767, 1bit, 31.1KB

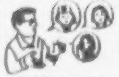
man about boxes
480x344, 1bit, 20.7KB

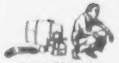
man about forest
1156x562, 1bit, 78.8KB

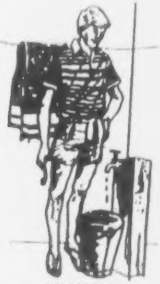
man about math symbols
456x362, 1bit, 20.4KB

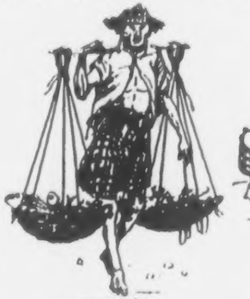
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Miscellaneous

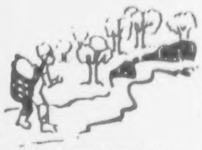

[illegible]
1156x552, 1bd, 79.6KB

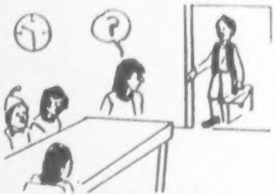

man about women
496x322, 1bd, 10.1KB

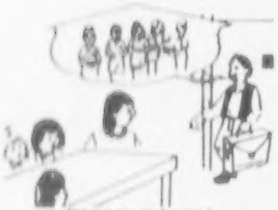

man and baggage
488x249, 1bd, 4.6KB

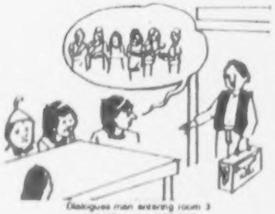

man and tap
720x1208, 1bd, 33.4KB

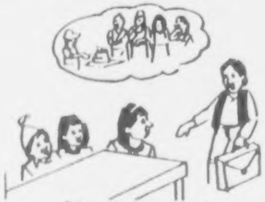

man carring fish
960x1264, 1bd, 49.7KB

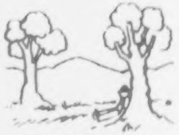

Dialogues man carrying basket
844x624, 1bd, 65.4KB

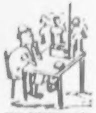

Dialogues man entering room
1148x818, 1bd, 115.7KB


Dialogues man entering room 2
1160x884, 1bd, 127.1KB

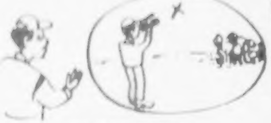

Dialogues man entering room 3
1148x864, 1bd, 122.6KB

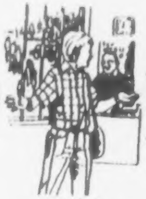

Dialogues man entering room 4
1124x860, 1bd, 119.4KB

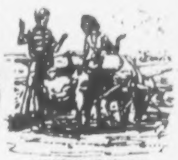

man laying by tree
765x582, 1bd, 55.3KB

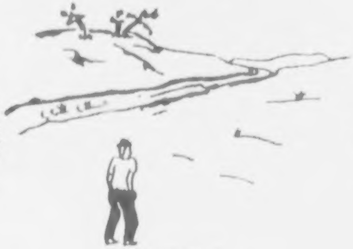

man listening radio
400x472, 1bit, 7.6KB

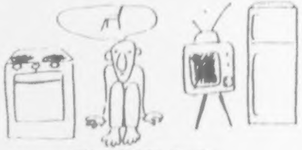
man looking at fields
440x299, 1bd, 4.0KB

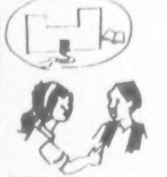

man looking with binocular
1192x572, 1bd, 84.0KB

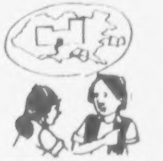

man talking
608x844, 1bd, 26.2KB

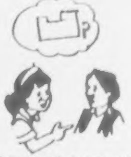

man talking with plowman
762x658, 1bd, 22.6KB


man walking in country
1620x1112, 1bd, 14.8KB


man wishing 4 chair sit on floor
1336x655, 1bd, 17.5KB


Dialogues man&girl about castle
633x801, 1bd, 83.5KB


Dialogues man&girl about castle 2
597x687, 1bd, 51.2KB


Dialogues man&girl about castle 3
578x696, 1bd, 49.8KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Miscellaneous

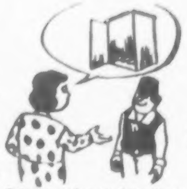
Dialogues man&girl about country
600x868, 1bit, 64.6KB

Dialogues man&woman about drinking baby
1040x848, 1bit, 83.1KB

Dialogues man&woman about drinking boy
840x892, 1bit, 71.8KB

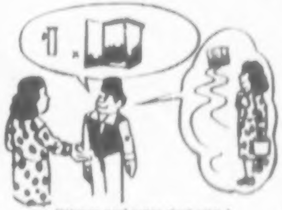
Dialogues man&woman about drinking boy
772x708, 1bit, 67.8KB

Dialogues man&woman about drinking boy 3
840x848, 1bit, 67.3KB


Dialogues man&woman about water 1
784x804, 1bit, 77.9KB

Dialogues man&woman about water 2
1008x776, 1bit, 96.4KB

Dialogues man&woman about water 3
852x828, 1bit, 97.6KB


Dialogues man&woman about water 4
1196x888, 1bit, 131.1KB

man&woman looking up
600x1020, 1bit, 22.0KB

man&woman standing
788x1100, 1bit, 29.4KB

Dialogues man&woman talkin
608x667, 1bit, 41.9KB

Dialogues man&woman talking
524x760, 1bit, 50.5KB

Dialogues man&woman talking
568x741, 1bit, 17.1KB

Dialogues man&woman talking by table
920x1006, 1bit, 30.6KB

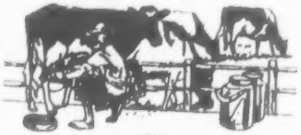
map and symbols
518x477, 1bit, 30.8KB

mask
968x880, 1bit, 25.8KB

match
312x180, 1bit, 2.8KB

match burning
484x422, 1bit, 4.3KB

meeting in city
1484x928, 1bit, 64.8KB

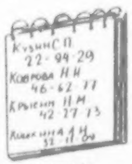

milking
1208x573, 1bit, 31.1KB

mother under sun
400x777, 1bit, 7.8KB

mouth
276x278, 1bit, 3.9KB

mum&baby math teacher
1232x474, 1bit, 17.2KB

Notepad
113x90, 1bit, 705B



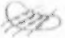
Notepad Big
637x879, 1bit, 12.8KB

Notepad2
122x96, 1bit, 785B

old woman in bed
1320x557, 1bit, 21.0KB

old woman in rain
672x1070, 1bit, 38.4KB

open hands
312x241, 1bit, 2.7KB


palette
297x174, 1bit, 2.0KB

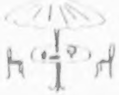
palm box
280x275, 1bit, 2.8KB

06

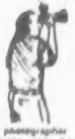
1049

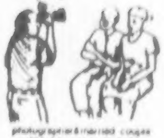
1050

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Miscellaneous


Parasol
520x480, 1bit, 4.8KB

pen
764x81, 1bit, 3.0KB


photographer
200x801, 1bit, 7.6KB

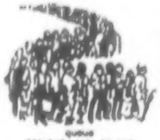

photographer & married couple
688x801, 1bit, 15.6KB

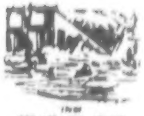
pipe
1094x218, 1bit, 4.9KB

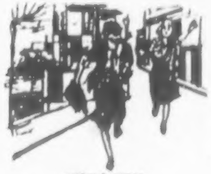
policeman escorting man
296x480, 1bit, 8.7KB

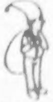
Pumps
244x122, 1bit, 1.3KB

puppets
330x318, 1bit, 3.6KB


queue
672x543, 1bit, 20.4KB

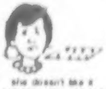

river
600x435, 1bit, 13.0KB

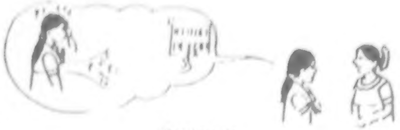

robber & woman
898x724, 1bit, 31.8KB


Santa Claus
198x338, 1bit, 11.3KB

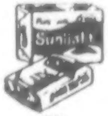
scissors
180x251, 1bit, 1.8KB

Seats
1073x248, 1bit, 7.9KB


she doesn't like it
440x312, 1bit, 17.7KB


she is lost in city
1700x541, 1bit, 113.2KB

seed
410x140, 1bit, 2.0KB


soap
440x474, 1bit, 9.6KB

talking tape recorder (icon)
338x204, 1bit, 2.8KB

Sun&Sea
607x525, 1bit, 4.1KB

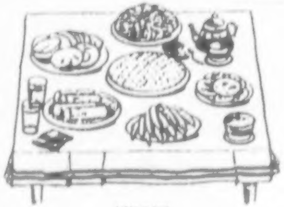
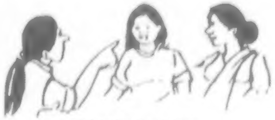
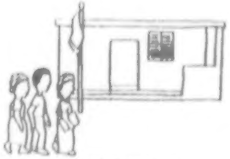


table is laid
1208x893, 1bit, 38.1KB

three doors
368x372, 1bit, 4.8KB

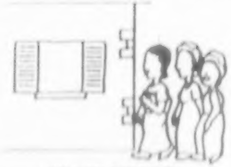

Dialogue three girls talking
1168x528, 1bit, 78.0KB


three in front of a house
1028x704, 1bit, 14.5KB

three palms trees
344x318, 1bit, 5.7KB

three scissors
352x276, 1bit, 3.5KB

three trees
648x252, 1bit, 4.2KB


three women going to window
1000x734, 1bit, 15.0KB

tickets
180x170, 1bit, 1.7KB

toilet soap
382x180, 1bit, 3.3KB

toothbrush
312x147, 1bit, 1.1KB

Tree
237x489, 1bit, 4.0KB

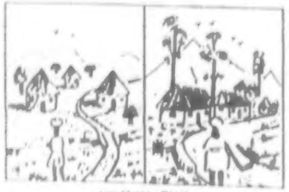
tree 1
176x192, 1bit, 1.4KB

tree 2
180x308, 1bit, 1.5KB

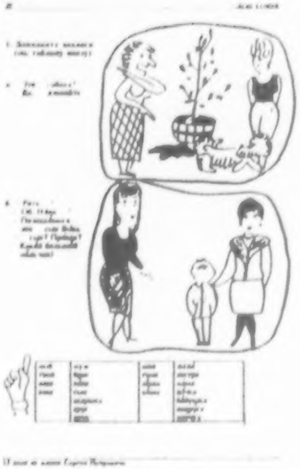
tree 3
168x184, 1bit, 1.3KB

tree 4
176x199, 1bit, 1.5KB

trees in wilderness
504x464, 1bit, 6.8KB


two African villages
1232x808, 1bit, 35.8KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Miscellaneous



Dialogues Two Dialogs
1838x2042, 1bit, 84.8KB

two doors
237x200, 1bit, 2.1KB

two doors 2
336x287, 1bit, 3.0KB

two girls talking
899x984, 1bit, 28.8KB

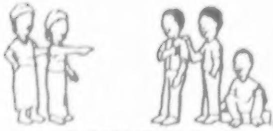
Dialogues two men talking
317x454, 1bit, 5.8KB

two men talking in village
744x376, 1bit, 14.8KB

two palm trees
248x256, 1bit, 3.0KB

two talking chao
378x342, 1bit, 8.2KB

two trees
370x300, 1bit, 2.6KB



two women pointing at a man
1208x572, 1bit, 15.7KB

Dialogues two women talking
470x440, 1bit, 28.0KB

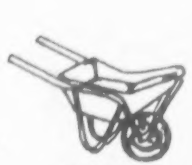
Umbrella
157x195, 1bit, 1.3KB

umbrella 2
184x201, 1bit, 1.5KB

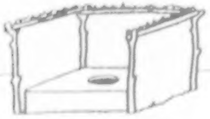
village house and animals
1192x840, 1bit, 42.0KB

villager carrying sack
688x670, 1bit, 18.0KB

Waving person
132x236, 1bit, 1.3KB



wheel barrow
788x584, 1bit, 10.1KB



Who knows what it is
992x530, 1bit, 9.5KB

Dialogues why are you crying 1
1008x386, 1bit, 48.1KB

Dialogues why are you crying 2
1018x418, 1bit, 52.2KB

Dialogues why are you crying 3
1100x488, 1bit, 63.7KB

Dialogues why are you crying 4
1340x500, 1bit, 82.7KB

Dialogues why are you crying 5

Dialogues why are you crying 8
636x770, 1bit, 81.6KB

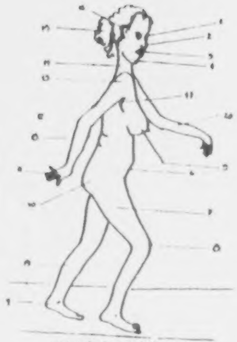
Dialogues why are you crying 7
1040x816, 1bit, 105.4KB

woman & handbag
400x950, 1bit, 28.2KB

woman about box
392x307, 1bit, 15.0KB

woman about cash symbols
360x350, 1bit, 16.0KB

woman beating cat
806x389, 1bit, 10.2KB



woman body parts in Swahili
1000x1454, 1bit, 20.3KB

woman gesticulating
192x294, 1bit, 2.7KB

woman talking with villager
770x1316, 1bit, 60.0KB

Dialogues woman thinking
320x306, 1bit, 12.2KB

woman waving by hand
528x1835, 1bit, 31.3KB

Woman&Boy&Cat
696x660, 1bit, 11.6KB

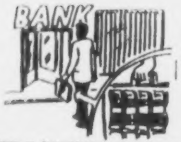
Dialogues woman&man about beds
944x480, 1bit, 56.0KB

woman&street seller
616x1344, 1bit, 38.6KB

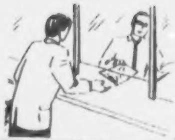
Wood
1024x896, 1bit, 48.5KB

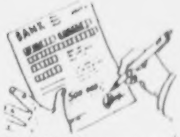
Training Resource CD ROM   Pictures   1 Competency/Topic Pictures Money

banknotes
236x224, 1bit, 2.3KB

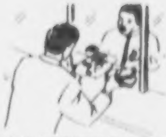


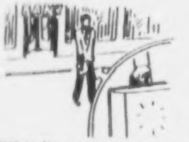
Opening an Account-bringing money to bank
732x501, 1bit, 10.6KB

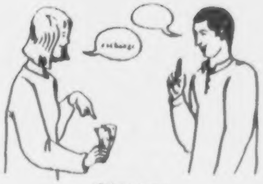

Opening an Account-bringing money to bank
744x588, 1bit, 11.0KB



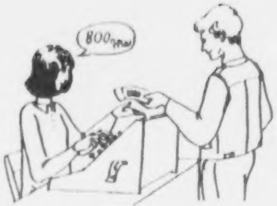
Opening an Account-bringing money to bank
750x603, 1bit, 13.3KB


Opening an Account-bringing money to bank
720x573, 1bit, 11.8KB

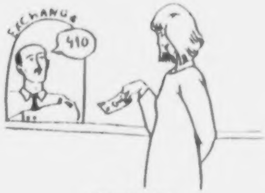

Opening an Account-bringing money to bank 5
741x585, 1bit, 13.7KB



changing money
1135x780, 1bit, 20.6KB

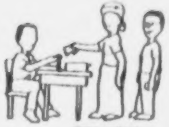


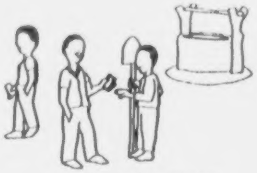
counting money
1178x908, 1bit, 23.8KB

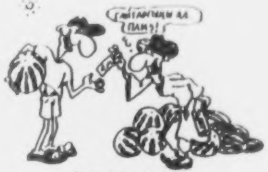


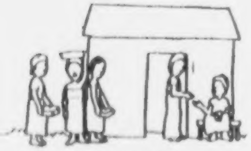
in exchange office
1170x845, 1bit, 18.8KB

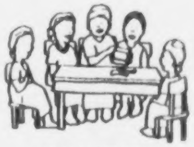
Money
304x214, 1bit, 6.8KB

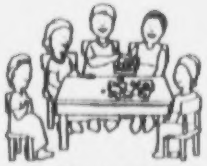

money collection
862x664, 1bit, 15.0KB

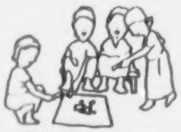

payment for making a well
884x782, 1bit, 13.5KB


to pay and receive change
1170x744, 1bit, 26.4KB


woman is collecting money
1186x860, 1bit, 15.6KB


women counting money
854x832, 1bit, 18.0KB


women counting money 2
802x728, 1bit, 18.6KB


women gathering money together
818x580, 1bit, 12.5KB

Training Resource CD ROM   Pictures   1 Competency/Topic Pictures Professional Office School

Dialogs/Activities Calling Sao   he's not here
618x484, 1bit, 17.7KB

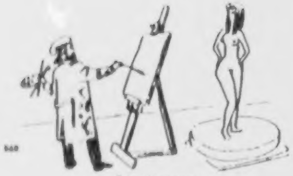
Occupations actor & actress
1022x820, 1bit, 12.9KB

Occupations african tailor
3268x3011, 1bit, 279.0KB

Dialogs/Activities Calling Sao Anne and Her Sup
621x484, 1bit, 17.8KB

Dialogs/Activities Calling Sao Anne on
673x488, 1bit, 16.6KB

Dialogs/Activities Calling Sao Anne on the Phone 1 sad
673x488, 1bit, 16.0KB



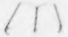
Occupations artist
1184x768, 1bit, 21.0KB

Dialogs/Activities School Dialogs asking for permission in class
1202x898, 1bit, 28.1KB

Dialogs/Activities School Dialogs asking info in classroom
1235x780, 1bit, 20.3KB

Dialogs/Activities School Dialogs asking question in classroom
1252x868, 1bit, 40.2KB

Objects book closed
276x156, 1bit, 6.7KB


Objects book opened
272x172, 1bit, 6.1KB

Objects book opened 2
240x152, 1bit, 4.8KB

Occupations bookseller
672x382, 1bit, 8.9KB

Dialogs/Activities boy reading about treasure
1336x848, 1bit, 38.6KB

Dialogs/Activities boy reading book
328x397, 1bit, 4.8KB

Dialogs/Activities boy writing
388x337, 1bit, 3.8KB

Dialogs/Activities boy writing 1
780x836, 1bit, 26.3KB

Dialogs/Activities boy writing 2
624x860, 1bit, 10.1KB

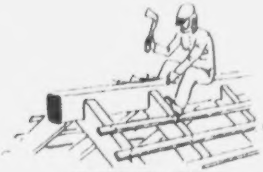
Dialogs/Activities boy&girl about books on tables
984x468, 1bit, 56.9KB

Dialogs/Activities boy&girl running to school
1044x585, 1bit, 14.3KB

Dialogs/Activities boy&man in bookstore
1368x638, 1bit, 36.3KB

Occupations car driver
480x404, 1bit, 9.6KB

Occupations carpenter
740x682, 1bit, 13.5KB


Occupations carpenter 2
1190x769, 1bit, 17.9KB

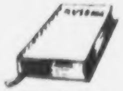
Occupations carpenter in work
392x310, 1bit, 4.2KB

Occupations charwoman
296x341, 1bit, 3.5KB

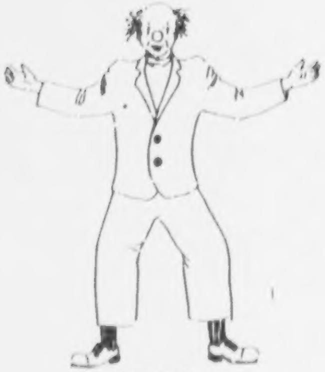
Dialogs/Activities School Dialogs children&teacher in classroom
1310x880, 1bit, 28.0KB

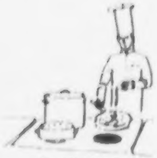
Occupations clerk in work
1160x913, 1bit, 57.1KB

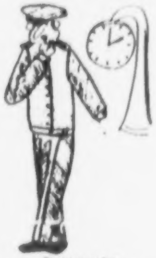
Occupations clerk in work 2
1184x727, 1bit, 45.4KB

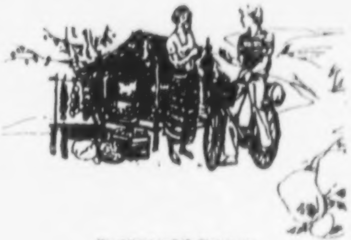

Objects closed book
512x377, 1bit, 5.6KB

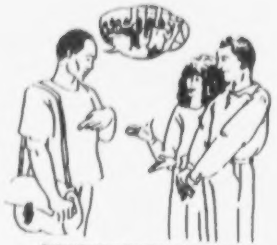
Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Professional Office,School

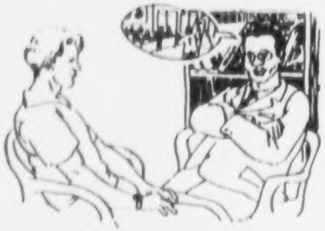

Occupations clown
1400x1800, 1bit, 24.8KB

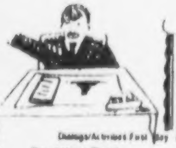

Occupations cook
654x678, 1bit, 8.8KB

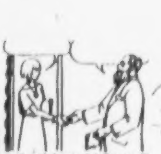

Occupations Cop
858x1104, 1bit, 25.6KB

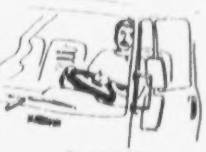

Occupations cyclist&village grocer
1512x1012, 1bit, 53.9KB

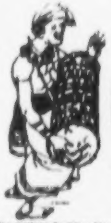

Dialogs/Activities describing a profession
1160x1044, 1bit, 33.1KB

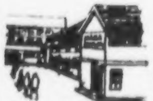

Dialogs/Activities describing a project
1400x996, 1bit, 42.2KB

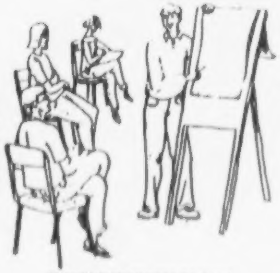

Occupations Director
716x624, 1bit, 13.1KB


Dialogs/Activities First Day at work Annas 1st Day at wk
620x490, 1bit, 22.1KB

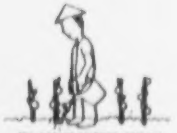

Occupations driver
870x872, 1bit, 15.1KB

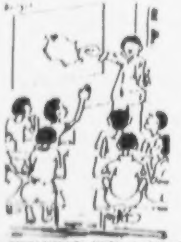

Occupations drummer black
448x880, 1bit, 20.6KB

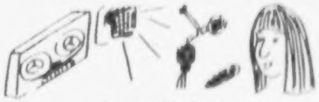

Occupations education office
640x438, 1bit, 11.8KB

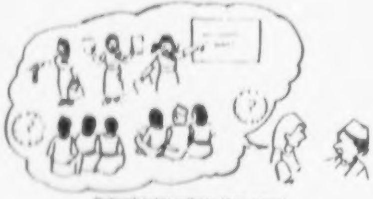

Dialogs/Activities explaining the project
1100x1202, 1bit, 40.0KB

Occupations fireman
500x326, 1bit, 4.7KB


Occupations gardener watering
758x560, 1bit, 8.8KB


Occupations geography teacher in classroom
736x1040, 1bit, 22.3KB


Occupations Girl in Studio
1362x420, 1bit, 17.4KB


Dialogs/Activities girl&man about school
1604x843, 1bit, 166.5KB

1064

1063

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Professional Office,School

Dialogs/Activities girl&man about school 2
1600x781, 1bit, 149.6KB

Occupations Clerk Secretary
660x1198, 1bit, 23.3KB

Dialogs/Activities girls about book
608x540, 1bit, 34.5KB

Dialogs/Activities girls about book on table
584x624, 1bit, 45.3KB

Dialogs/Activities girls about book on table 2
720x612, 1bit, 55.2KB

Dialogs/Activities girls sending home work
608x1111, 1bit, 37.6KB

Dialogs/Activities going to work in crowded bus
1450x684, 1bit, 27.6KB

Occupations Greengrocers
1080x776, 1bit, 27.2KB

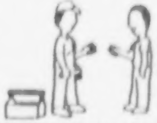
Occupations grocery store
1272x644, 1bit, 43.6KB

Occupations hairdresser
630x708, 1bit, 10.5KB

Occupations hairdressers
2340x1648, 1bit, 87.3KB

Dialogs/Activities hand sending home work
800x584, 1bit, 8.5KB

Dialogs/Activities handing out [illegible]
776x584, 1bit, 11.7KB



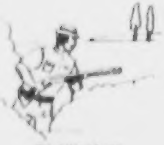
Dialogs/Activities he is discussing with [illegible]
674x554, 1bit, 8.6KB

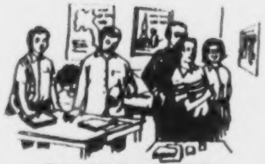
Dialogs/Activities he is discussing with mason
624x500, 1bit, 8.6KB

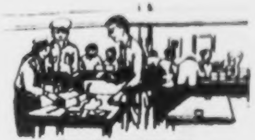
Dialogs/Activities First day at work Jane First Day at W
821x400, 1bit, 22.6KB

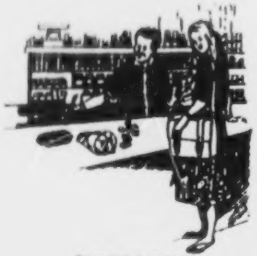
Dialogs/Activities First day at work Jane First Day at Work Here's a Fax Machine
625x480, 1bit, 26.8KB

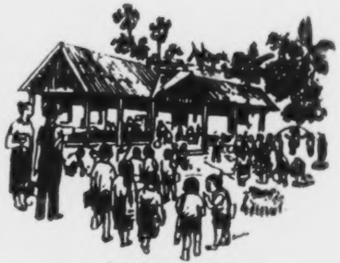
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Professional Office,School

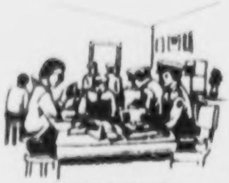

Occupations nurse
736x640, 1bit, 9.1KB

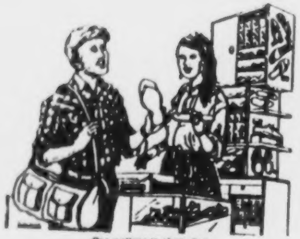

Occupations in classroom during break
1104x887, 1bit, 32.9KB

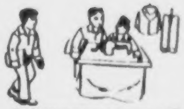

Occupations in custom office
1080x596, 1bit, 27.0KB

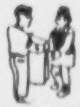

Occupations in grocery
1072x1088, 1bit, 40.2KB

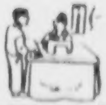

Occupations in kindergarden
1432x1125, 1bit, 78.1KB

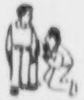

Occupations in police station
864x701, 1bit, 25.4KB

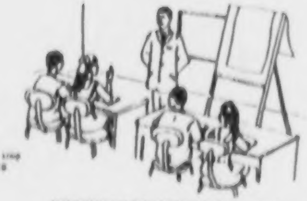

Occupations in shoe shop
1256x1016, 1bit, 61.7KB

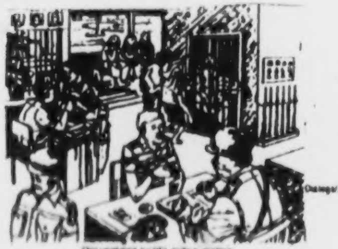

Dialogs/Activities in tailor's shop
784x460, 1bit, 44.5KB

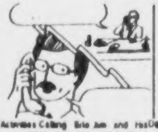

Dialogs/Activities in tailor's shop
312x460, 1bit, 14.2KB

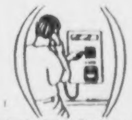

Dialogs/Activities in tailor's shop
440x440, 1bit, 21.7KB

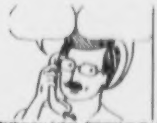

Dialogs/Activities in tailor's shop
320x430, 1bit, 17.0KB

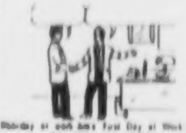

Dialogs/Activities School Dialogs in the classroom
1230x885, 1bit, 31.1KB

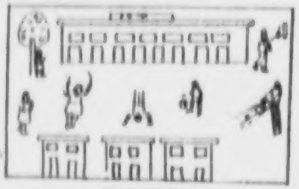

Occupations inside police station
1317x1030, 1bit, 84.0KB


Dialogs/Activities Calling Sita Am and his
620x491, 1bit, 18.9KB


Dialogs/Activities Calling Sita Am at
496x463, 1bit, 17.8KB


Dialogs/Activities Calling [illegible]
610x483, 1bit, 17.4KB


Dialogs/Activities Holiday at work Ams First Day at Work Ams
624x400, 1bit, 16.7KB

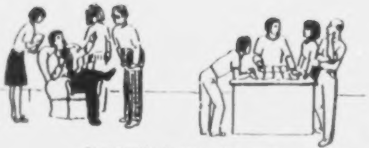

Objects kindergarden
1281x817, 1bit, 170.4KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Professional Office,School

Occupations kindergarden
1302x1068, 1bit, 73.0KB

Occupations laundress
704x1000, 1bit, 21.0KB

Occupations laundress in [illegible]
400x376, 1bit, 5.4KB


Occupations Leader cooperative directive
1587x612, 1bit, 27.7KB

Objects letter
376x384, 1bit, 4.1KB

Objects letter 2
248x340, 1bit, 3.0KB

Occupations man & clerk
880x1018, 1bit, 42.8KB

Occupations man and secretary
1166x857, 1bit, 53.5KB

Dialogs/Activities man buying carpet 1
1624x628, 1bit, 106.4KB

Dialogs/Activities man buying carpet 2
844x840, 1bit, 81.4KB

Dialogs/Activities man buying carpet 3
928x860, 1bit, 75.6KB

Dialogs/Activities man buying carpet 4
1252x548, 1bit, 84.7KB

Dialogs/Activities man buying carpet 5
672x464, 1bit, 38.7KB

Dialogs/Activities man buying carpet 6
648x568, 1bit, 38.0KB

Occupations man greengrocer
1084x672, 1bit, 88.1KB

Occupations man hoeing
734x914, 1bit, 11.8KB

Dialogs/Activities man [illegible]
200x287, 1bit, 3.5KB

Dialogs/Activities Man resting at work [illegible]
308x331, 1bit, 7.2KB

Dialogs/Activities Man resting at work
591x483, 1bit, 11.2KB

Dialogs/Activities man signing [illegible]
488x474, 1bit, 13.9KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Professional Office School

Occupations man with press
1620x1084, 1bit, 22.0KB

Dialogs/Activities man writing
864x880, 1bit, 24.0KB

Occupations mason
742x536, 1bit, 11.0KB

Occupations Math Teacher
720x815, 1bit, 13.3KB

Occupations math teacher in cl
480x308, 1bit, 5.8KB

Dialogs/Activities School math teach
501x342, 1bit, 4.6KB

Dialogs/Activities meeting
784x680, 1bit, 13.2KB

Dialogs/Activities meeting of women and children
848x716, 1bit, 17.6KB

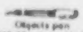
st day at work.bmp First Day at Work
824x480, 1bit, 18.7KB

Dialogs/Activities negotiating a business deal
1190x718, 1bit, 23.0KB

Dialogs/Activities negotiating business deals
1304x838, 1bit, 29.0KB

Objects opened book
360x276, 1bit, 2.7KB

Occupations painter of houses
732x838, 1bit, 12.5KB

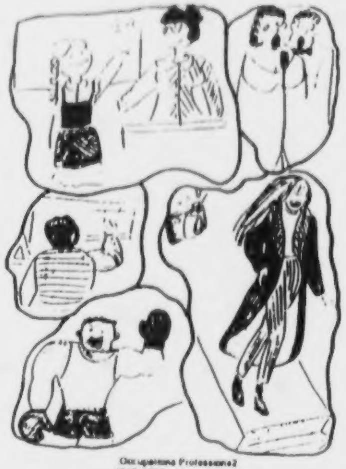

Objects pen
328x50, 1bit, 781B

Objects pen&pencil&chalk
1284x680, 1bit, 17.6KB

Occupations plowman at work
1184x676, 1bit, 17.7KB

Occupations policeman&maid
375x314, 1bit, 5.0KB

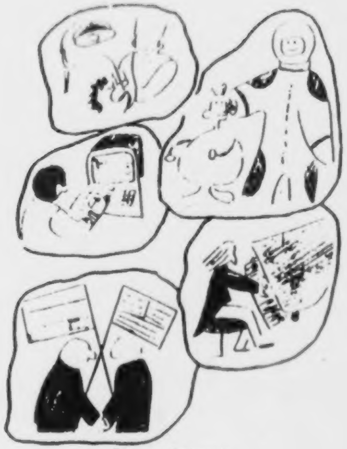
Occupations Professions
1476x1680, 1bit, 42.4KB

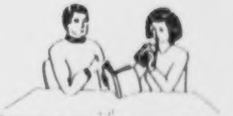

Occupations Professions2
1510x1960, 1bit, 100.2KB

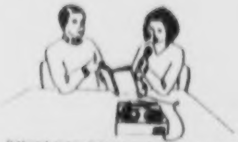
1071

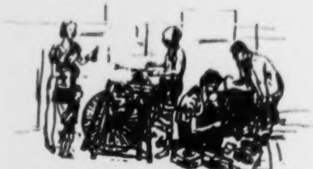
1072

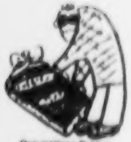
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Professional Office School

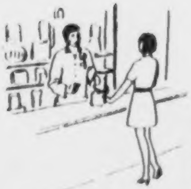

Occupations Professions3
1450x1920, 1bit, 83.6KB

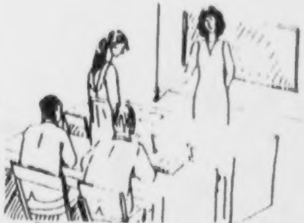

Dialogs/Activities School recording lesson with tutor
958x484, 1bit, 11.6KB

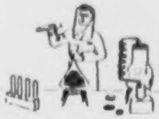

Dialogs/Activities School recording pronunciation
1011x582, 1bit, 14.1KB

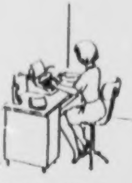

Occupations repair shop (Asia)
1408x711, 1bit, 30.9KB

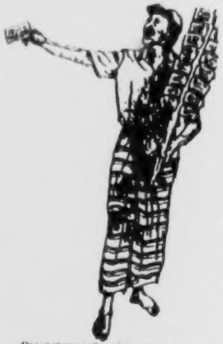

Occupations Robber
531x590, 1bit, 10.9KB

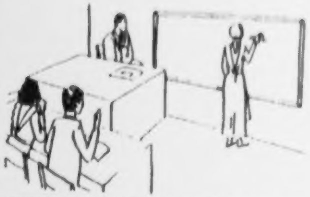

Occupations salesman
812x868, 1bit, 10.2KB

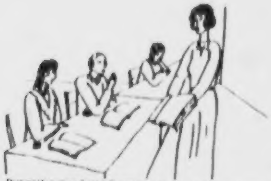

Dialogs/Activities School Dialogs school examination
1292x947, 1bit, 33.0KB

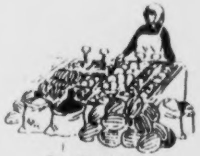

Occupations scientist
736x520, 1bit, 9.8KB

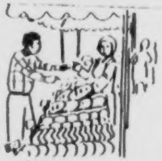

Occupations secretary
686x818, 1bit, 12.1KB


Occupations seller of lottery tickets
936x1485, 1bit, 38.7KB


Dialogs/Activities School Dialogs shool examination (at blackboar
1334x890, 1bit, 23.4KB

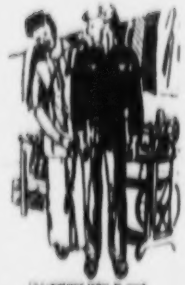

Dialogs/Activities School Dialogs situation in the classroom
1154x800, 1bit, 21.5KB

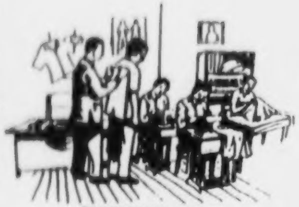

Occupations stall holder
834x870, 1bit, 21.2KB

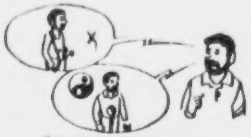

Occupations stall holder 2
886x874, 1bit, 17.8KB

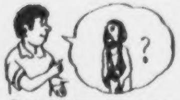
Objects Sealed book
216x335, 1bit, 3.2KB

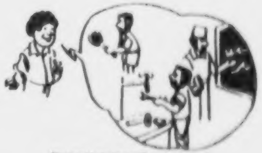
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Professional-Office,School


Occupations tailor at work
702x1100, 1bit, 40.1KB

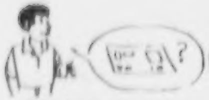

Occupations tailor's workshop
1268x680, 1bit, 42.1KB

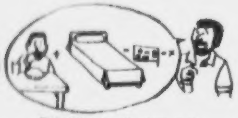

Dialogs/Activities talk about jobs 2
1064x584, 1bit, 74.0KB

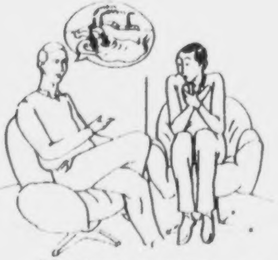

Dialogs/Activities talk about jobs1
744x610, 1bit, 38.4KB

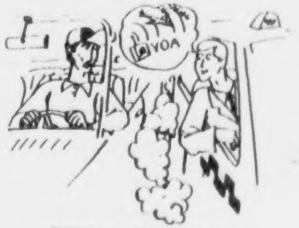

Dialogs/Activities talk about jobs3
1116x840, 1bit, 80.4KB

Dialogs/Activities talk about jobs4
836x348, 1bit, 38.2KB

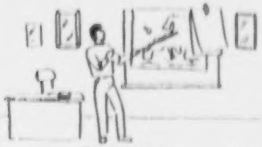

Dialogs/Activities talk about jobs5
880x424, 1bit, 40.1KB


Dialogs/Activities talk about jobs6
1000x496, 1bit, 61.2KB

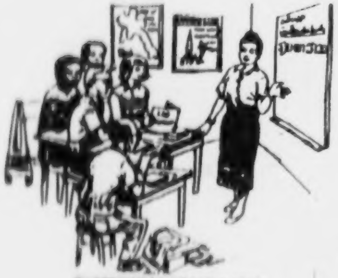

Dialogs/Activities talking about environment
1295x1146, 1bit, 31.7KB

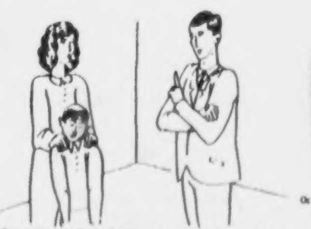


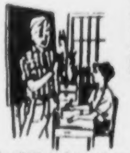
Dialogs/Activities talking about hot news
1248x968, 1bit, 29.4KB

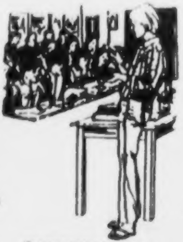

Occupations teacher
1184x832, 1bit, 14.3KB

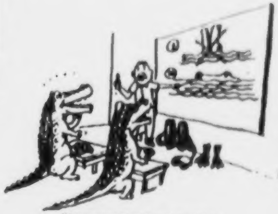
Dialogs/Activities teacher and
470x638, 1bit, 7.7KB

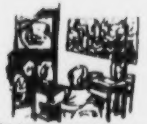

Occupations teacher and pupils in school
1330x1100, 1bit, 58.5KB


Dialogs/Activities School Dialogs teacher conversing with mother
1304x962, 1bit, 24.5KB


Occupations teacher explaining
488x636, 1bit, 19.1KB

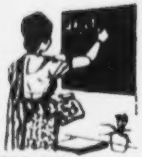

Occupations teacher at work
768x1037, 1bit, 31.8KB

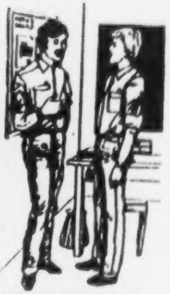

Occupations teacher of crocodiles
1168x928, 1bit, 27.0KB

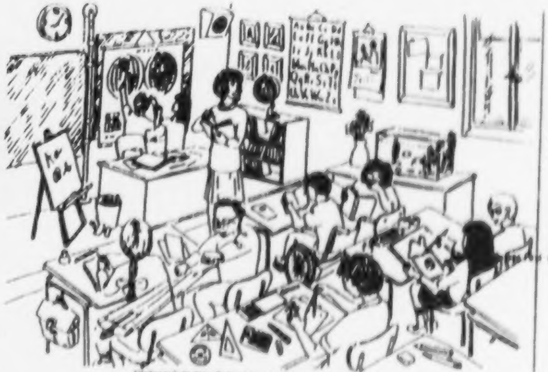

Occupations teacher of geography
596x521, 1bit, 18.0KB

Occupations teacher pointing at blackboard
472x316, 1bit, 8.3KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Professional Office,School


Activities teacher writing on [illegible]
584x664, 1bit, 14.6KB


Occupations teacher&boy talk in classroom
726x1248, 1bit, 38.4KB


Dialogs/Activities School teacher&pupils doing their things
2320x1576, 1bit, 145.5KB

day at work Anne's 1st Day at W
816x484, 1bit, 19.8KB

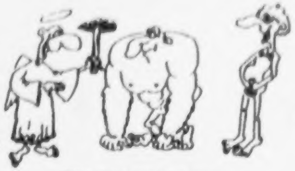
Dialogs/Activities they are learning Sinhala
944x750, 1bit, 29.5KB

Dialogs/Activities First day at work Jon's First Day at Work
816x490, 1bit, 21.5KB

at work [illegible]
628x401, 1bit, 20.7KB

[illegible]
618x494, 1bit, 20.3KB

[illegible]
624x487, 1bit, 23.2KB


Dialogs/Activities to talk about work
1272x759, 1bit, 22.5KB

Dialogs/Activities to talk about work 2
1187x822, 1bit, 24.0KB

Objects tools
759x838, 1bit, 12.4KB

Objects tools for carpenter
710x254, 1bit, 8.4KB

Dialogs/Activities School tutoring
724x486, 1bit, 8.3KB

Dialogs/Activities School tutoring2
771x548, 1bit, 9.5KB

Occupations typist
496x599, 1bit, 11.7KB

Occupations umbrella maker
658x611, 1bit, 17.6KB

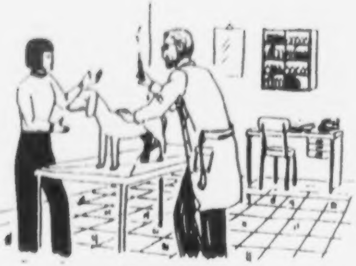
Objects utensils
718x618, 1bit, 12.2KB

Occupations various professions
1360x396, 1bit, 15.9KB

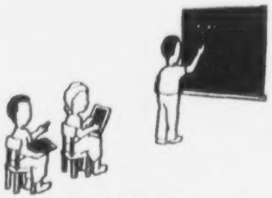
Occupations various professions2
1536x585, 1bit, 28.7KB

Occupations various professions3
1312x392, 1bit, 17.1KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Professional Office,School

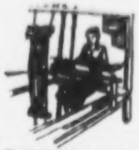

Occupations veterinarian
1063x1156, 1bit, 49.3KB

Occupations veterinarian examining sheep
1430x1030, 1bit, 24.6KB


Dialogs/Activities School village teacher in class
1186x860, 1bit, 10.3KB

Occupations wai
374x510, 1bit, 6.0KB

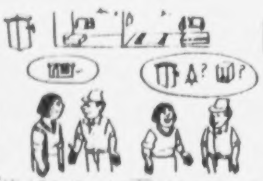
Dialogs/Activities walking man with
175x524, 1bit, 4.0KB


Occupations weaver at work
560x626, 1bit, 18.0KB

ВАМ КУДА?
РАЗМЕР?
СКОЛЬКО БУДЕТ 2 ... 5?
Dialogs/Activities What Profession
1460x1530, 1bit, 56.8KB

Objects Office What you can see in the office
1580x1201, 1bit, 56.6KB

Dialogs/Activities woman & elect...
484x708, 1bit, 41.0KB


Dialogs/Activities woman & electrician 3
1118x768, 1bit, 106.0KB

Dialogs/Activities woman & electrician
666x756, 1bit, 61.5KB

Dialogs/Activities woman & electrician
664x780, 1bit, 66.5KB

Dialogs/Activities woman & electrician 1
732x820, 1bit, 74.7KB

Occupations woman about women occupation
496x356, 1bit, 21.8KB

Occupations woman greengrocer
1160x652, 1bit, 93.1KB

Dialogs/Activities woman needs electrician
628x796, 1bit, 82.4KB

Occupations woman teacher
544x690, 1bit, 15.8KB

Dialogs/Activities woman with tool book
624x1146, 1bit, 44.8KB

Dialogs/Activities woman writing by hand
712x887, 1bit, 14.2KB

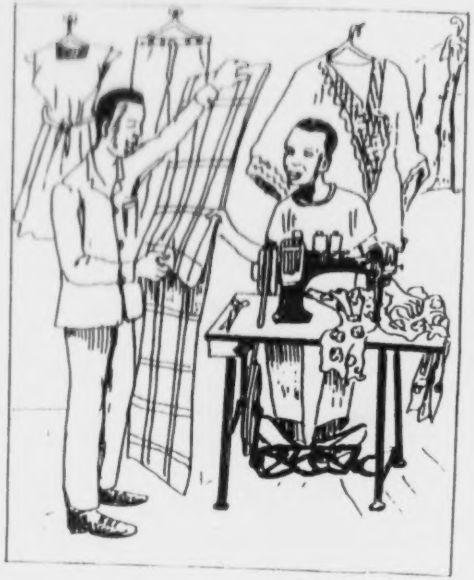
Dialogs/Activities women about tailoring
950x700, 1bit, 92.2KB

Dialogs/Activities women about tailoring 2
1000x618, 1bit, 76.0KB

Occupations worker
824x858, 1bit, 10.3KB

Dialogue/Activities Calling Sue He's not here
610x484, 1bit, 17.7KB

Occupations actor & actress
1022x820, 1bit, 12.9KB



Occupations african tailor
3268x3011, 1bit, 279.0KB

Dialogue/Activities Calling Sue Anne and Her Sup
621x484, 1bit, 17.9KB

Dialogue/Activities Calling Sue Anne on Dialogue/Activities Calling Sue Anne on the Phone 1 bell
623x488, 1bit, 18.4KB

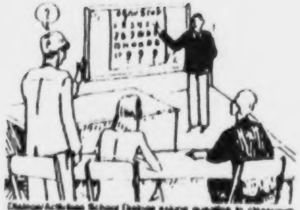
623x488, 1bit, 18.0KB

Occupations artist
1184x758, 1bit, 21.0KB

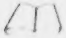
Dialogue/Activities School Dialogs asking for permission in class
1292x896, 1bit, 26.1KB

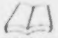
Dialogue/Activities School Dialogs asking aids in classroom
1235x700, 1bit, 20.3KB

Training Resource CD ROM Pictures I Competency/Topic Pictures Professional Office,School


Dialogs/Activities School Dialogs asking question in classroom
1262x668, 1bit, 40.2KB

Objects book closed
276x156, 1bit, 5.7KB


Objects book opened
272x172, 1bit, 6.1KB


Objects book opened 2
240x152, 1bit, 4.8KB

Occupations bookseller
672x382, 1bit, 9.8KB

Dialogs/Activities boy reading about treasure
1336x846, 1bit, 36.6KB

Dialogs/Activities boy reading
328x307, 1bit, 4.8KB

Dialogs/Activities boy writing
[illegible]x337, 1bit, 3.6KB

Dialogs/Activities boy writing 1
768x838, 1bit, 26.3KB

Dialogs/Activities boy writing 2
624x680, 1bit, 19.1KB

Dialogs/Activities boy&girl about books on tables
984x468, 1bit, 56.9KB

Dialogs/Activities boy&girl running to school
1044x688, 1bit, 14.3KB

Dialogs/Activities boy&man in bookstore
1368x838, 1bit, 35.3KB

Occupations car driver
480x404, 1bit, 8.8KB

Occupations carpenter
740x668, 1bit, 13.8KB

Occupations carpenter 2
1190x760, 1bit, 17.8KB

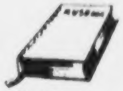
Occupations carpenter at work
392x310, 1bit, 4.2KB

Occupations chairwoman
290x341, 1bit, 3.6KB

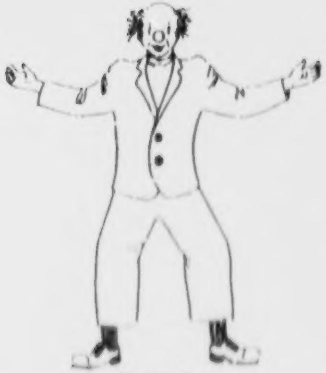
Dialogs/Activities School Dialogs children&teacher in classroom
1310x890, 1bit, 29.0KB

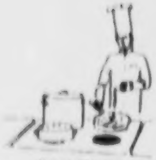
Occupations clerk in work
1180x813, 1bit, 67.1KB

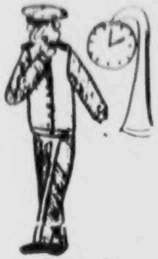
Occupations clerk in work 2
1184x727, 1bit, 40.0KB

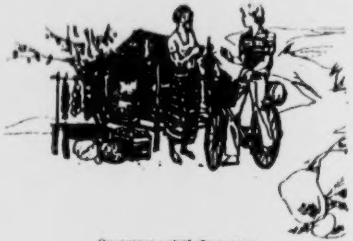

Objects closed book
512x377, 1bit, 5.8KB

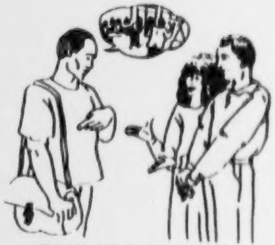
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Professional Office,School

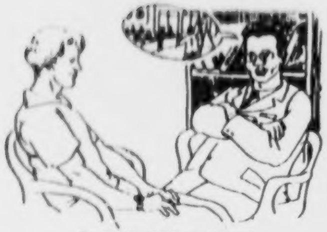

Occupations clown
1400x1600, 1bit, 24.0KB

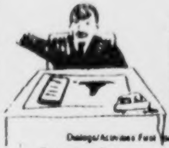

Occupations cook
654x678, 1bit, 8.6KB

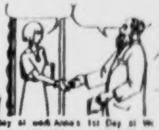

Occupations Cop
858x1104, 1bit, 25.6KB

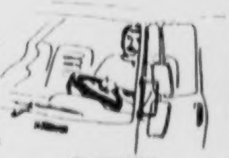

Occupations cyclist&village grocer
1612x1012, 1bit, 63.9KB

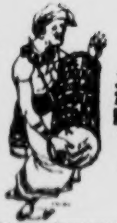

Dialogs/Activities describing a profession
1180x1044, 1bit, 33.1KB

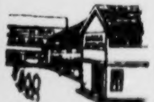

Dialogs/Activities describing a project
1400x906, 1bit, 42.2KB

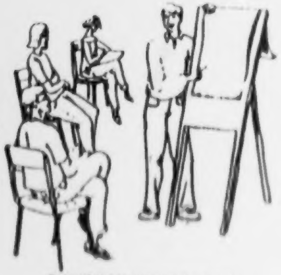

Occupations Director
718x624, 1bit, 13.1KB

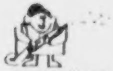

Dialogs/Activities First Day at work Anna's 1st Day at Wk
629x490, 1bit, 22.1KB

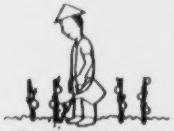

Occupations driver
970x872, 1bit, 15.1KB

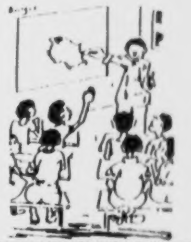

Occupations drummer black
448x990, 1bit, 20.6KB

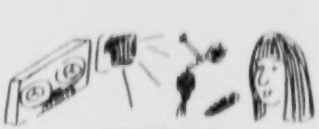

Occupations education office
640x436, 1bit, 11.6KB

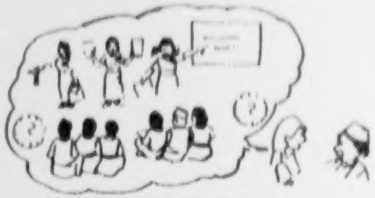

Dialogs/Activities explaining the project
1188x1202, 1bit, 40.0KB


Occupations fireman
600x326, 1bit, 4.7KB


Occupations gardener watering
758x660, 1bit, 8.8KB


Occupations geography teacher in classroom
736x1049, 1bit, 22.3KB


Occupations Girl in Studio
1502x470, 1bit, 17.6KB


Dialogs/Activities girl&man about school
1604x843, 1bit, 186.5KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Professional Office School

Dialogs/Activities girl&man about school 2
1600x701, 1bit, 140.6KB

Occupations Girl&Secretary
500x1100, 1bit, 23.3KB

Dialogs/Activities girls about bed
500x500, 1bit, 34.5KB

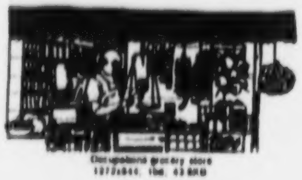
Dialogs/Activities girls about bed on [illegible]
584x624, 1bit, 45.8KB

Dialogs/Activities girls about bed on table 2
728x612, 1bit, 50.2KB

Dialogs/Activities girls ordering home work
666x1111, 1bit, 37.6KB

Dialogs/Activities going to work in crowded bus
1456x584, 1bit, 27.6KB

Occupations Greengrocers
1080x778, 1bit, 27.2KB

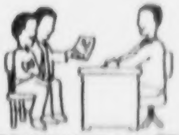


Occupations grocery store
1272x644, 1bit, 43.8KB

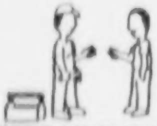
Occupations hairdresser
630x708, 1bit, 10.5KB

Occupations hairdressers
2340x1648, 1bit, 87.3KB

Dialogs/Activities hand writing [illegible]
600x504, 1bit, 8.6KB



Dialogs/Activities handing out [illegible]
776x584, 1bit, 11.3KB



Dialogs/Activities he is discussing with carpenter
671x550, 1bit, 8.4KB

Dialogs/Activities he is discussing with mason
824x590, 1bit, 8.9KB

Dialogs/Activities First day at work.bmp First Day at W
621x492, 1bit, 22.0KB

Dialogs/Activities First day at work.bmp First Day at Work Here's a Fit [illegible]
625x490, 1bit, 25.8KB

Occupations hunter
736x640, 1bit, 9.1KB

Occupations in classroom during break
1104x687, 1bit, 32.9KB

Occupations in custom office
1080x500, 1bit, 27.0KB

Occupations in grocery
1072x1080, 1bit, 40.2KB

Occupations in kindergarden
1432x1126, 1bit, 78.1KB

111

Occupations in police station
984x701, 1bit, 35.4KB

Occupations in shoe shop
1256x1010, 1bit, 61.7KB

Dialogs/Activities in tailor's shop
704x468, 1bit, 44.5KB

Dialogs/Activities in tailor's
312x480, 1bit, 10.2KB

Dialogs/Activities in tailor's
440x448, 1bit, 24.1KB

Dialogs/Activities in tailor's shop
320x430, 1bit, 17.0KB

Dialogs/Activities School Dialogs in the classroom
1230x860, 1bit, 31.1KB

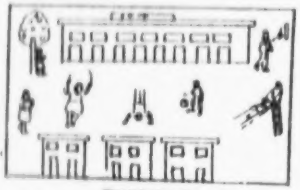
Occupations inside police station
1317x1030, 1bit, 84.9KB

Dialogs/Activities Calling: Sick Job and Inst
628x491, 1bit, 18.9KB

Dialogs/Activities Calling: Sick Job at
496x483, 1bit, 17.8KB

Dialogs/Activities Calling:
610x483, 1bit, 17.4KB

Dialogs/Activities Friendly at work dialo First Day at Work dialo
624x480, 1bit, 18.7KB


Objects kindergarden
1281x817, 1bit, 129.4KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Professional Office,School

Occupations kindergarden
1352x1068, 1bit, 72.9KB

Occupations laundress
784x680, 1bit, 21.0KB

Occupations laundress at wo
408x375, 1bit, 3.4KB

Occupations Leader cooperative directive
1587x812, 1bit, 27.7KB

Objects letter
376x394, 1bit, 4.1KB

Objects letter 2
248x348, 1bit, 3.0KB

Occupations man & clerk
688x1418, 1bit, 42.6KB

Occupations man and secretary
1168x867, 1bit, 33.5KB

Dialogs/Activities man buying carpet 1
1624x528, 1bit, 106.4KB

Dialogs/Activities man buying carpet 2
644x640, 1bit, 51.4KB

Dialogs/Activities man buying carpet 3
928x880, 1bit, 75.6KB

Dialogs/Activities man buying carpet 4
1202x648, 1bit, 84.7KB

Dialogs/Activities man buying carpet 5
672x484, 1bit, 38.7KB

Dialogs/Activities man buying carpet 6
640x588, 1bit, 30.0KB

Occupations man greengrocer
1084x872, 1bit, 88.1KB

Occupations man hoeing
734x914, 1bit, 11.5KB

Dialogs/Activities man [illegible]
280x187, 1bit, 3.5KB

Dialogs/Activities man [illegible]
381x331, 1bit, 7.1KB

Dialogs/Activities man [illegible]
541x502, 1bit, 11.2KB

Dialogs/Activities man signing & clo
488x474, 1bit, 13.9KB

Training Resource CD ROM   Pictures   1 Competency/Topic Pictures Professional Office,School

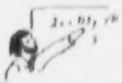
Occupations man with press
1520x1064, 1bit, 22.0KB

Dialogs/Activities man writing
864x660, 1bit, 24.6KB

Occupations mason
742x536, 1bit, 11.0KB

Occupations Math Teacher
720x815, 1bit, 13.3KB

Occupations math teacher in classroom
480x300, 1bit, 5.8KB


Dialogs/Activities School math teach
601x342, 1bit, 4.5KB

Dialogs/Activities meeting
764x580, 1bit, 13.2KB

Dialogs/Activities meeting of women and children
848x716, 1bit, 17.8KB

First Day at work Jobs First Day at Work
624x480, 1bit, 18.7KB

Dialogs/Activities negotiating a business deal
1100x716, 1bit, 23.0KB

Dialogs/Activities negotiating business deals
1304x836, 1bit, 29.0KB

Objects opened book
300x226, 1bit, 2.1KB

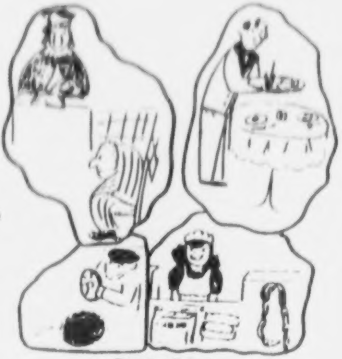
Occupations painter of houses
732x836, 1bit, 12.5KB

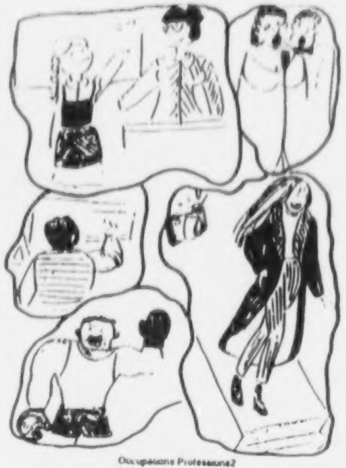
Objects pen
320x50, 1bit, .7KB

Objects pen/pencil/chalk
1264x580, 1bit, 17.5KB

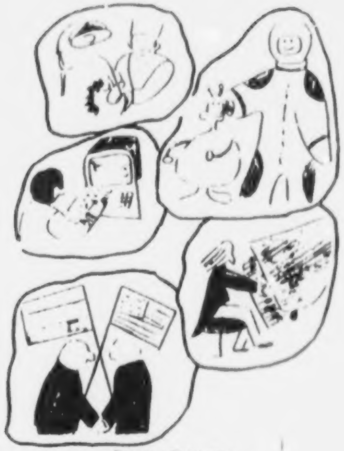
Occupations plowman at work
1184x470, 1bit, 17.7KB

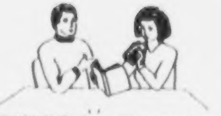
Occupations policeman
374x314, 1bit, 5.0KB

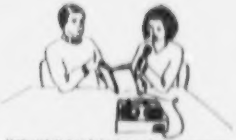

Occupations Professions
1475x1560, 1bit, 62.4KB


Occupations Professions2
1510x1960, 1bit, 100.2KB

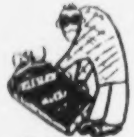
Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Professional Office School

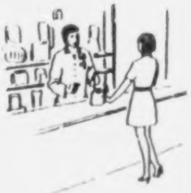

Occupations Professions1
1460x1920, 1bit, 63.8KB

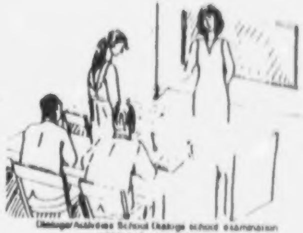

Dialogs/Activities School recording lesson with tutor
958x484, 1bit, 11.6KB

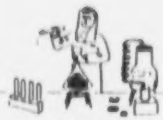

Dialogs/Activities School recording pronunciation
1011x582, 1bit, 14.1KB

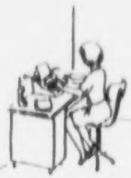
Occupations repair shop (Asia)
1408x711, 1bit, 30.9KB

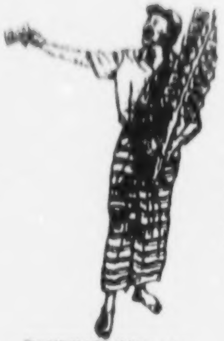

Occupations Robber
631x598, 1bit, 18.9KB

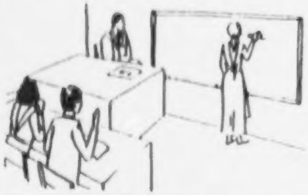

Occupations salesman
812x866, 1bit, 16.2KB

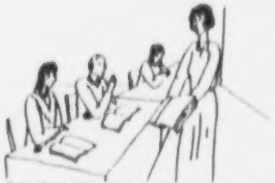

Dialogs/Activities School Dialogs school examination
1292x947, 1bit, 33.0KB


Occupations scientist
736x520, 1bit, 9.8KB


Occupations secretary
685x810, 1bit, 12.1KB


Occupations seller of lottery tickets
838x1465, 1bit, 35.7KB


Dialogs/Activities School Dialogs school examination (at blackboard)
1334x890, 1bit, 23.4KB


Dialogs/Activities School Dialogs situation at the classroom
1154x800, 1bit, 21.5KB

Occupations stall holder
834x870, 1bit, 21.2KB

Occupations stall holder 2
888x874, 1bit, 17.8KB

Objects School book
216x335, 1bit, 3.3KB

Occupations tailor in work
792x1108, 1bit, 48.1KB

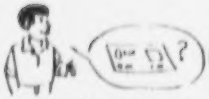
Occupations tailor's workshop
1258x890, 1bit, 42.1KB

Dialogs/Activities talk about jobs 2
1064x584, 1bit, 71.0KB

Dialogs/Activities talk about jobs1
704x518, 1bit, 30.6KB

Dialogs/Activities talk about jobs3
1116x648, 1bit, 89.4KB

Dialogs/Activities talk about jobs4
836x348, 1bit, 36.2KB


Dialogs/Activities talk about jobs6
880x424, 1bit, 48.1KB

Dialogs/Activities talk about jobs8
1000x496, 1bit, 61.2KB

Dialogs/Activities talking about environment
1295x1145, 1bit, 31.7KB

Dialogs/Activities talking about hot news
1248x968, 1bit, 29.4KB

Occupations teacher
1184x832, 1bit, 14.3KB

Dialogs/Activities teacher and
470x838, 1bit, 7.7KB

Occupations teacher and pupils in school
1440x1190, 1bit, 58.5KB

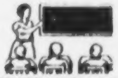
Dialogs/Activities School Dialogs teacher conversing with mother
1304x862, 1bit, 24.5KB

Occupations teacher explaining
496x636, 1bit, 16.1KB

Occupations teacher in work
788x1037, 1bit, 31.8KB

Occupations teacher of crocodiles
1168x828, 1bit, 27.0KB

Occupations teacher of geography
568x521, 1bit, 18.0KB


Occupations teacher pointing at blackboard
472x310, 1bit, 8.3KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Professional Office,School

...js/Activities teacher writing on Wall
584x484, 1bit, 14.0KB

Occupations teacher&boy talk in classroom
728x1248, 1bit, 38.0KB

Dialogs/Activities School teacher&pupils doing misc things
2320x1676, 1bit, 146.5KB

...day at work Anne's 1st Day at W
615x484, 1bit, 19.0KB

Dialogs/Activities they are learning Schools
844x750, 1bit, 29.5KB

Dialogs/Activities First day at work Joe's First Day at Work
615x490, 1bit, 21.5KB

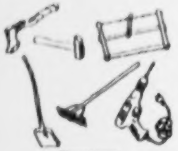
...y at work ...
620x491, 1bit, 20.7KB

616x484, 1bit, 20.3KB

...Day at Work
624x487, 1bit, 23.2KB

Dialogs/Activities to talk about work
1272x759, 1bit, 22.5KB

Dialogs/Activities to talk about work 2
1187x822, 1bit, 24.8KB


Objects tools
750x636, 1bit, 12.4KB

Objects tools for carpenter
710x254, 1bit, 6.4KB

Dialogs/Activities School tutoring
724x488, 1bit, 9.3KB

Dialogs/Activities School tutoring2
771x548, 1bit, 9.8KB

Occupations typist
498x598, 1bit, 11.7KB

Occupations umbrella maker
656x611, 1bit, 17.6KB

Objects utensils
71 x618, 1bit, 12.2KB

Occupations various professions
1380x398, 1bit, 19.9KB

1101

1102

Occupations various professions2
1536x586, 1bit, 26.7KB

Occupations various professions3
1312x392, 1bit, 17.1KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Professional Office,School

Occupations veterinarian
1563x1155, 1bit, 49.3KB

Occupations veterinarian examining sheep
1430x1030, 1bit, 24.6KB

Dialogs/Activities School village teacher in class
1188x880, 1bit, 18.3KB

Occupations waitr
374x510, 1bit, 8.0KB

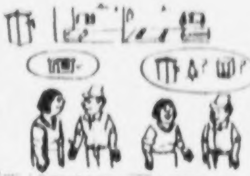
Dialogs/Activities walking man with
175x524, 1bit, 1.5KB

Occupations weaver at work
680x820, 1bit, 18.0KB

ВАМ КУДА?
РАЗМЕР?
Dialogs/Activities What Profession
1460x1530, 1bit, 58.6KB

Objects Office What you can see in the office
1588x1201, 1bit, 58.6KB

Dialogs/Activities woman & electr
464x708, 1bit, 41.0KB


Dialogs/Activities woman & electrician 2
1118x768, 1bit, 106.0KB

Dialogs/Activities woman & electric
858x754, 1bit, 81.5KB

Dialogs/Activities woman & electrician
584x780, 1bit, 68.5KB

Dialogs/Activities woman & electrician 5
732x820, 1bit, 74.7KB

Occupations woman about women occupation
406x356, 1bit, 21.8KB

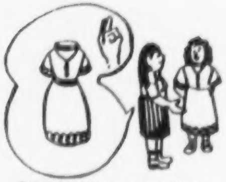
Occupations women greengrocer
1160x652, 1bit, 93.1KB

Dialogs/Activities woman needs electrician
628x796, 1bit, 62.4KB

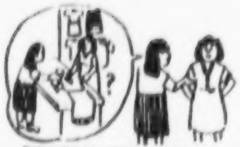
Occupations woman teacher
544x880, 1bit, 15.8KB

Dialogs/Activities women with text book
824x1148, 1bit, 44.6KB

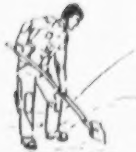
Dialogs/Activities woman writing by hand
712x887, 1bit, 14.2KB



Dialoge/Activities women about tailoring
950x765, 1bit, 92.2KB



Dialoge/Activities women about tailoring 2
1000x818, 1bit, 78.0KB



Occupations worker
624x858, 1bit, 10.3KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Time/Weather

Objects [illegible] dial
18x77, 1bit, 1.1KB

Objects Watches 1.30
200x207, 1bit, 2.5KB

Objects Watches 10.00
207x208, 1bit, 3.0KB

Objects Watches 10.05
212x206, 1bit, 2.1KB

Objects Watches 11
272x275, 1bit, 2.4KB

Objects Watches 11.45 o'clo
200x218, 1bit, 2.1KB

Objects Watches 11.50
200x204, 1bit, 2.5KB

Objects Watches 12.40
207x204, 1bit, 2.6KB

Objects Watches 2.45
206x207, 1bit, 2.4KB

Objects Watches 2.45
202x202, 1bit, 3.0KB

Dialogs Talking About Weather 3 people having coffee in li ro
621x400, 1bit, 23.0KB

Objects Watches 3.00
206x205, 1bit, 2.6KB

Objects Watches 4.00
206x204, 1bit, 2.6KB

Objects Watches 5 o'clock
206x203, 1bit, 3.7KB

Objects Watches 5.00
207x203, 1bit, 2.0KB

Objects Watches 5.30
206x207, 1bit, 2.5KB

Objects Watches 5.45
202x202, 1bit, 3.0KB

Objects Watches 6.00
207x204, 1bit, 2.6KB

Objects Watches 6.45
208x204, 1bit, 2.4KB

Objects Watches 6.00
202x202, 1bit, 3.1KB

Objects Watches 7.00
208x204, 1bit, 2.5KB

Objects Watches 7.15
307x304, 1bit, 2.7KB

Objects Watches 7.30
206x205, 1bit, 2.5KB

Objects Watches 7.45
206x201, 1bit, 3.4KB

Objects Watches 8 o'clock
204x201, 1bit, 3.2KB

Objects Watches 8.00
208x291, 1bit, 1.5KB

Objects Watches 8.3
254x248, 1bit, 3.0KB

Objects Watches 8.35
218x238, 1bit, 3.3KB

Objects Watches 8.45
307x290, 1bit, 2.7KB

Objects Watches 8.50
206x205, 1bit, 2.5KB

Objects Watches 8.50
202x202, 1bit, 2.8KB

Objects Watches 9.00
206x206, 1bit, 2.5KB

Objects Watches 9.15
266x260, 1bit, 2.5KB

Objects Watches 9.10
202x202, 1bit, 3.1KB

Objects Watches 9AM
398x410, 1bit, 3.4KB

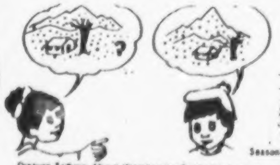
Objects Watches 9PM
350x386, 1bit, 2.8KB

Objects Watches alarm cloc
432x450, 1bit, 8.5KB

Dialogs Asking the Time asking date
1230x680, 1bit, 19.2KB

asons/Weather boy and hot weat
610x520, 1bit, 40.6KB

Dialogs Asking the Time boy looking at watch
680x1130, 1bit, 22.8KB

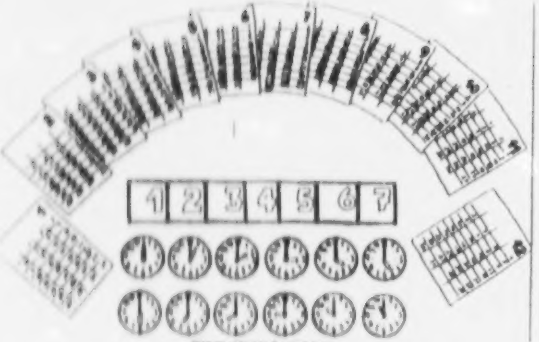

Dialogs Talking About Weather boy&girl about winter
1160x872, 1bit, 98.0KB

Seasons/Weather boy&girl cold weathe
616x518, 1bit, 33.6KB

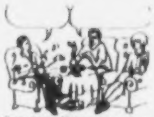
Seasons/Weather boy&girl&weather in mountains
1528x572, 1bit, 107.4KB

Dialogs Talking About Weather boy&girls about weather 2
1120x876, 1bit, 93.9KB

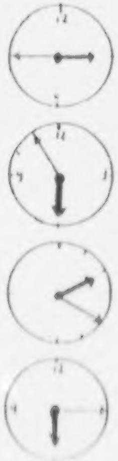
Objects calendar
424x470, 1bit, 22.3KB



[illegible] calendar & watch large
[illegible]

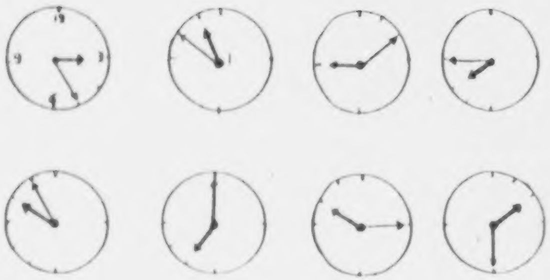


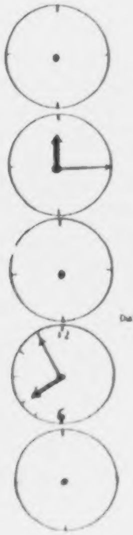
Dialogs Talking About Weather Cigarette and A hand
821x483, 1bit, 23 KB



[illegible]
[illegible]

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Time/Weather


Objects clock dials 2
3075x1640, 1bit, 67.2KB


Objects clock dials to fill in
1640x2710, 1bit, 35.8KB

Dialogs Talking About Weather [illegible] Close Up W A
625x487, 1bit, 21.3KB
625x487, 1bit, 21.1KB

g About Weather Close Up W A
625x487, 1bit, 21.2KB

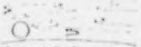
Seasons/Weather cloudy1
744x568, 1bit, 10.3KB

Seasons/Weather cloudy2
752x566, 1bit, 7.5KB

Times of Day day
238x60, 32bit, 56.4KB

Times of Day Day/Noon
607x391, 1bit, 10.3KB

Times of Day evening
238x45, 32bit, 42.1KB


Times of Day Evening/Sunset
587x206, 1bit, 3.8KB

Seasons/Weather Fall
617x487, 1bit, 18.4KB

Dialogs Asking the Time girl asking for time
600x680, 1bit, 49.2KB

Seasons/Weather girl in rain
581x485, 1bit, 32.8KB

Dialogs Talking About Weather problem about time 1
496x780, 1bit, 18.2KB

Training Resource CD ROM Pictures I Competency/Topic Pictures Time/Weather

gs Talking About Weather girl&man about time
596x800, 1bit, 66.9KB

Dialogs Talking About Weather girl&man abou
594x878, 1bit, 60.9KB

ogs Talking About Weather girl&man about time
596x780, 1bit, 58.1KB

Dialogs Talking About Weather girl&man about
672x642, 1bit, 54.1KB

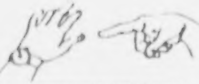
Dialogs Talking About Weather girl&man about time
868x810, 1bit, 72.4KB

Dialogs Talking About Weather girl&man abou
598x730, 1bit, 64.1KB

Talking About Weather girl&man about time 8
684x702, 1bit, 65.2KB

Seasons/Weather girls in whirlwind
606x459, 1bit, 34.7KB

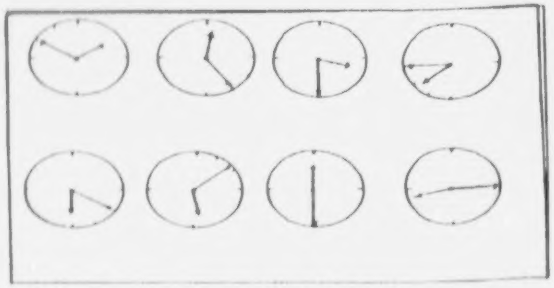
Times of Day good bye
160x48, 32bit, 45.5KB


Objects Watches hands & watch
930x370, 1bit, 8.4KB

Seasons/Weather in rain
800x750, 1bit, 12.7KB

Dialogs Asking the Time8 in o'clock
570x448, 1bit, 10.9KB

Seasons/Weather man in rain
600x853, 1bit, 8.1KB


Objects more clock dials
2903x1848, 1bit, 57.2KB

Times of Day Morning
618x487, 1bit, 12.1KB

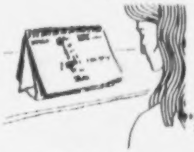
Times of Day morning2
220x60, 32bit, 54.1KB

Seasons/Weather mountains in storm
598x520, 1bit, 38.0KB

Times of Day night
232x49, 32bit, 45.0KB

Seasons/Weather rainbow
750x550, 1bit, 12.1KB

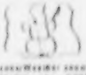
Seasons/Weather rainbow2
772x644, 1bit, 9.6KB


Objects schedule
788x650, 1bit, 15.9KB

easons/Weather snow falls
330x250, 1bit, 3.7KB

Seasons/Weather Snow walk
443x347, 1bit, 17.3KB

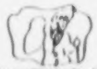
sons/Weather snowfall
314x208, 1bit, 3.2KB


Seasons/Weather snowman
362x700, 1bit, 3.9KB

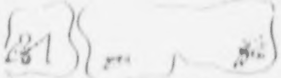
Seasons/Weather parts of weather
1232x771, 1bit, 23.4KB

Seasons/Weather Spring
617x485, 1bit, 25.6KB

Seasons/Weather Spring/Fall
825x698, 1bit, 28.3KB


Seasons/Weather St. Cloud
410x280, 1bit, 4.1KB

Seasons/Weather Summer
600x477, 1bit, 21.2KB


Seasons/Weather summer activities
1190x371, 1bit, 7.6KB

Seasons/Weather Sunny Day
490x480, 1bit, 12.0KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Time/Weather

Dialogs Asking the Time talking about schedule
990x368, 1bit, 44.8KB

Dialogs Talking About Weather talking about weather
1248x1004, 1bit, 27.8KB

Dialogs Talking About Weather talking about weather 2
1275x570, 1bit, 19.9KB

Dialogs Talking About Weather talking about weather2
1236x1168, 1bit, 31.6KB

Dialogs Asking the Time telling the time
1172x832, 1bit, 23.9KB

Dialogs Talking About Weather dudes under hot sun
1062x704, 1bit, 15.6KB

Objects time 1:50
1648x981, 1bit, 10.6KB

Objects time 1:50 1
1648x981, 1bit, 10.6KB

Objects time 2:20
1648x1095, 1bit, 10.8KB

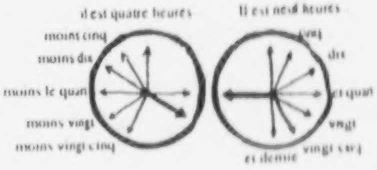
Objects time 2:30
1648x817, 1bit, 10.1KB

Objects time 2:20
1648x1095, 1bit, 10.8KB

Objects time 2:20 1
1648x1095, 1bit, 10.6KB

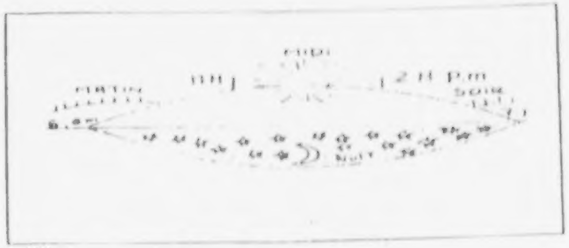
Objects time 5 30
1648x817, 1bit, 10 1KB

Times of Day time a passing
1178x302, 1bit, 12 0KB



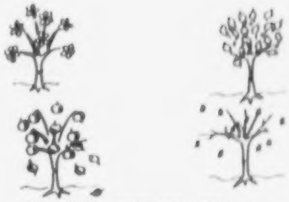
il est quatre heures
moins cinq
moins dix
moins le quart
moins vingt
moins vingt cinq
Il est neuf heures
cinq
dix
et quart
vingt
vingt cinq
et demie

Times of Day time telling in French
2403x1648, 1bit, 46 9KB



midi
12 H P.m
matin
soir
nuit

Times of Day times of day in French
2090x1648, 1bit, 45 8KB

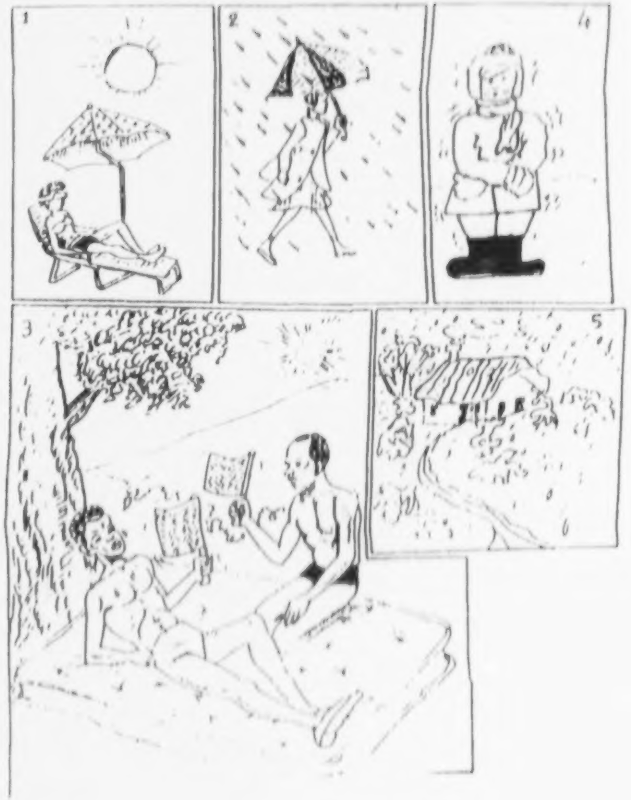


Seasons/Weather tree during 4 seasons of year
1365x865, 1bit, 20 8KB

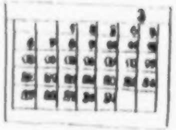
Seasons/Weather tree during 4 seasons of year2
1125x820, 1bit, 19 3KB

Times of Day two sunsets
1080x281, 1bit, 10 1KB

Objects Watches watch
196x700, 1bit, 2 3KB



Seasons/Weather weather and dress 2
3168x4208, 1bit, 355.7KB



Times of Day week
744x579, 1bit, 13.3KB

Dialogue Asking the Time What is the time
816x696, 1bit, 80.1KB

Dialogue Asking the Time what is the time
356x670, 1bit, 5.3KB

Dialogue Asking the Time what is the time
1756x616, 1bit, 7.5KB

Dialogs Asking the Time What is the time
780x672 1bit 53.8KB

Dialogs Asking the Time What is the time 2
608x612 1bit 53.2KB

Dialogs Asking the Time What time is
611x407 1bit 20.9KB

Dialogs Asking the Time when do you go to bed
640x700 1bit 60.6KB

Dialogs Asking the Time when do you have [illegible]
652x670 1bit 54.5KB

Dialogs Asking the Time when do you have breakfast
668x618 1bit 60.4KB

Dialogs Asking the Time when do you eat
687x604 1bit 52.1KB

Dialogs Asking the Time when do you wake
724x728 1bit 65.8KB

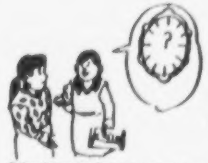
Dialogs Asking the Time when will you come home
1344x984 1bit 23.4KB

Seasons/Weather wind storm
398x280 1bit 4.2KB

Seasons/Weather windstorm
417x183 1bit 2.9KB

Seasons/Weather Winter
600x481 1bit 21.4KB

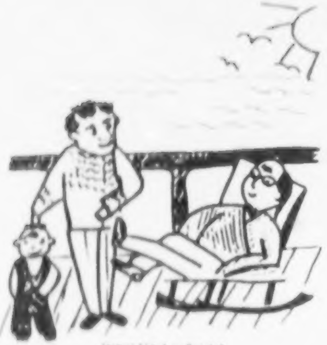
Seasons/Weather winter cat
1270x630 1bit 14.9KB

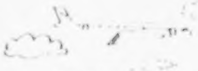


Dialogs Asking the Time question about time
852x706 1bit 74.5KB

Seasons/Weather Season tree
344x280 1bit 3.8KB

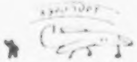
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Travel/Transportation


Dialogs Ship 3 on Board id
1428x1184. 1bit. 63.8KB


Objects Vehicles Air aircraft flying
1070x340. 1bit. 5.1KB

Objects Vehicles airplane1
632x245. 1bit. 3.1KB

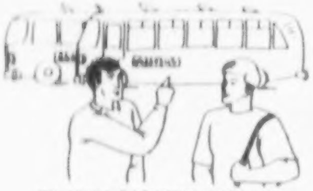
Objects Vehicles airplane2
328x148. 1bit. 1.8KB

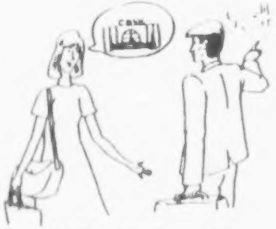

Objects Vehicles airplane3 russian
604x264. 1bit. 3.7KB

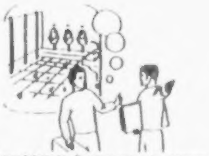
Objects Vehicles Air airport
630x336. 1bit. 6.2KB

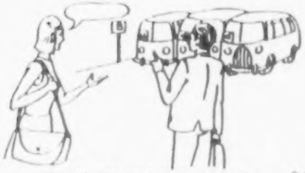
Objects Vehicles Air airport
432x288. 1bit. 3.2KB

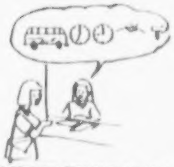
Objects Places in the world America Mi
520x864. 1bit. 43.0KB

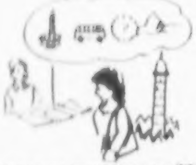

Dialogs Going by Bus 3 asking about the bus routes
1332x828. 1bit. 24.5KB

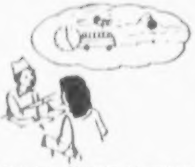

Dialogs Asking for Directions asking direction
1220x1045. 1bit. 26.1KB

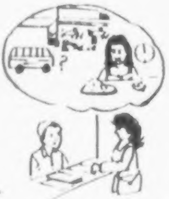

Dialogs Asking for Directions asking for bathroom
818x648. 1bit. 14.5KB

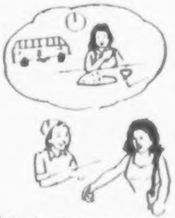

Dialogs Going by Bus 3 asking for the right bus
1324x748. 1bit. 22.8KB

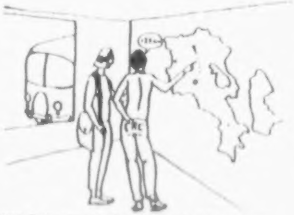

Dialogs At Information Office asking info about train
720x711. 1bit. 63.4KB

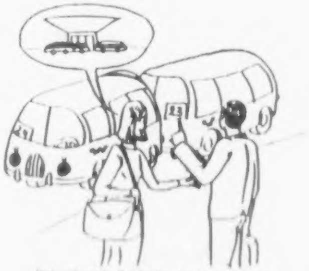

gs At Information Office asking info about
825x738. 1bit. 75.8KB


Dialogs At Information Office asking info about transp
837x708. 1bit. 73.5KB


Dialogs At Information Office asking info about tra
708x880. 1bit. 77.5KB


Dialogs At Information Office asking info about transport
744x940. 1bit. 86.5KB

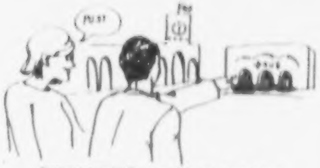

Dialogs Going by Bus 3 asking info at a bus station
1255x945. 1bit. 23.8KB


Dialogs Going by Bus 3 asking the way to bus station
1338x1168. 1bit. 33.8KB

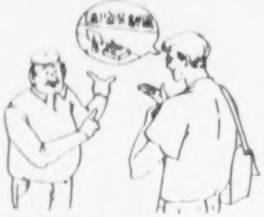
1123

1124

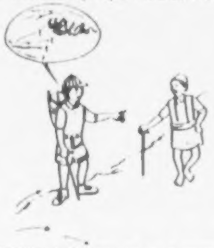
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Travel/Transportation



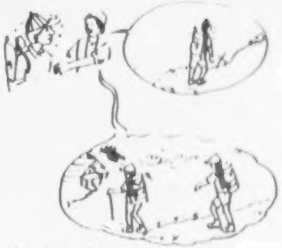
Dialogs Asking for Directions asking the way to post
1368x710, 1bit, 21.9KB



Dialogs Asking for Directions asking way
1132x948, 1bit, 23.5KB

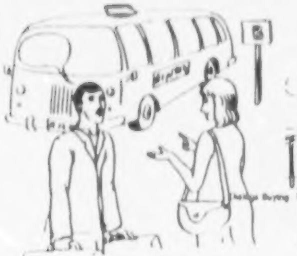


Dialogs Asking for Directions asking way in mountains
895x1054, 1bit, 116.5KB



Dialogs Asking for Directions asking way in mountains 2
1210x1070, 1bit, 160.1KB

Dialogs At Information Office At [illegible] 1 Tickets
624x489, 1bit, 10.6KB



Dialogs Going by Bus 3 at the bus station
1180x1160, 1bit, 33.4KB

Dialogs Buying Train Tickets at [illegible]
624x493, 1bit, 17.8KB

[illegible] Tickets at ticket counter getting seat
616x493, 1bit, 17.6KB

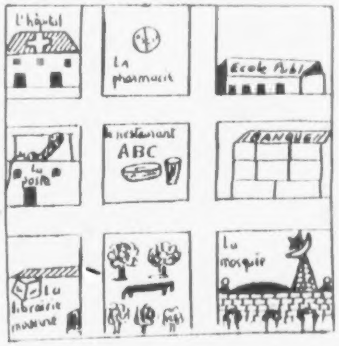
Objects City/Town B/W Statue (Middle
248x340, 8bit, 62.7KB

Objects baggage
284x470, 1bit, 4.8KB

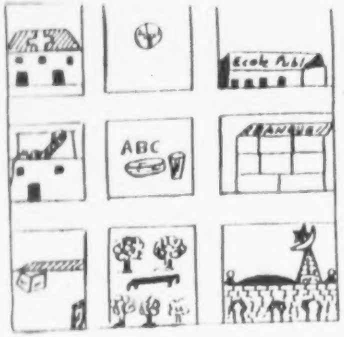
Objects Vehicles barca
1362x536, 1bit, 14.8KB

Objects Vehicles bike
320x226, 1bit, 3.0KB

Objects Places in the world Bresse
801x487, 1bit, 18.8KB


l'hôpital
La pharmacie
Ecole Publ
La poste
restaurant
ABC
BANQUE
La librairie moderne
La mosquée

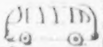
Objects City/Town buildings in a city
1644x2010, 2bit, 100.1KB



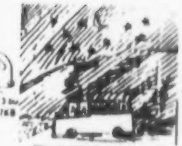
Objects City/Town buildings in a city 2
1848x2460, 1bit, 94.0KB

Dialogs Going by Bus 3
624x200, 1bit, 3.4KB

Dialogs Going by Bus 3
275x185, 1bit, 2.4KB

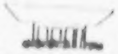


Dialogs Going by Bus 3 bus
612x197, 1bit, 2.7KB

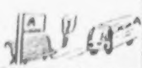


Objects Vehicles bus at night
680x608, 1bit, 51.2KB

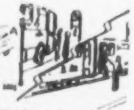
Objects Vehicles bus running
718x260, 1bit, 23.3KB



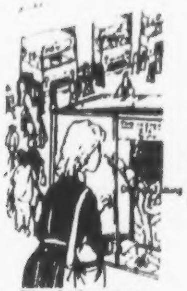
Dialogs Going by Bus 3 bus
515x235, 1bit, 2.0KB



Dialogs Going by Bus 3 bus stop
598x238, 1bit, 6.0KB

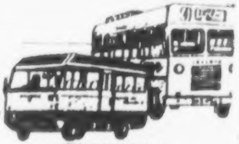


Dialogs Talking About Travels 8
480x477, 1bit, 10.1KB

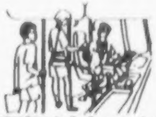


Objects City/Town bus stop
704x1227, 1bit, 48.2KB

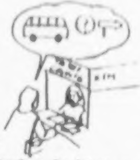
Dialogs Talking About Travels Bus stop/train
398x398, 1bit, 11.5KB



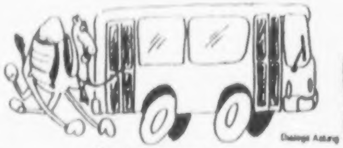
Objects Vehicles buses
1000x606, 1bit, 20.9KB



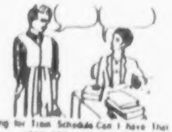
Dialogs Going by Bus Buying the Ticket
627x488, 1bit, 27.4KB



Dialogs Buying Bus Tickets buying tickets
612x682, 1bit, 62.1KB



Objects Vehicles camel & bus
1796x660, 1bit, 29.2KB

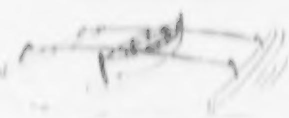


Dialogs Asking for Train Schedule Can I have That
614x488, 1bit, 22.6KB

Objects Vehicles car running
844x224, 1bit, 23.6KB

Objects Vehicles car small
67x31, 32bit, 8.1KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Travel/Transportation

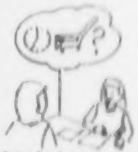


[illegible]
[illegible]

Geographical Formations cave
1024x1171, 1bit, 18.9KB

ИРИНА
АХМЕТ
Aral Sea
Caspian sea
ЭРГАШ
БАХАР
Ashkhabad
ШАЯР
Tegheran
Afghanistan

Objects Maps Central Asia map
1560x1400, 1bit, 37.6KB



Dialogs Buying Bus Tickets [illegible]
[illegible]

Dialogs Buying Bus Tickets [illegible]
[illegible]

Dialogs Buying Bus Tickets [illegible]
[illegible]

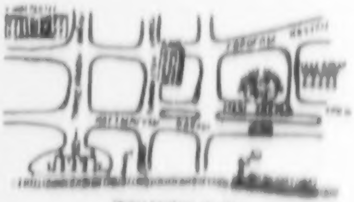
[illegible] Buying Bus Tickets [illegible]
[illegible]

Dialogs Buying Bus Tickets [illegible]
[illegible]

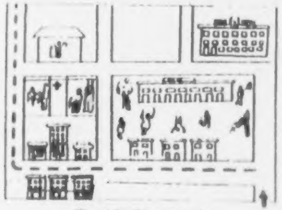
Objects City/Town city center
[illegible]

Objects City/Town city center 2
1230x1518, 1bit, 35.0KB

Objects City/Town city hall (American)
976x568, 1bit, 18.3KB

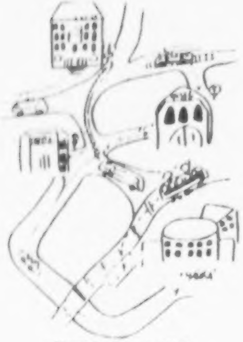


Objects City/Town city plan
[illegible]

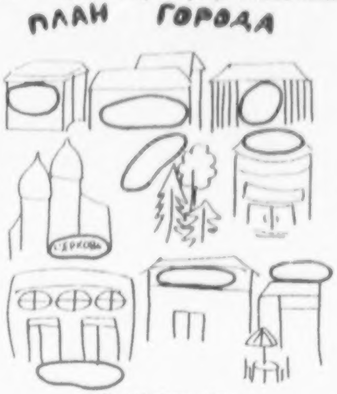


Objects City/Town city plant
1180x888, 1bit, 129.4KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Travel/Transportation


Objects City/Town city Plan2
1066x1470, 1bit, 38.7KB

БАНК
ул. Королёва
РЫНОК
Океанский проспект
Objects City/Town city Plan3
1204x976, 1bit, 22.6KB



Objects City/Town city Plan4
1440x1884, 1bit, 41.8KB

Objects City/Town City suburb village
787x384, 1bit, 14.8KB

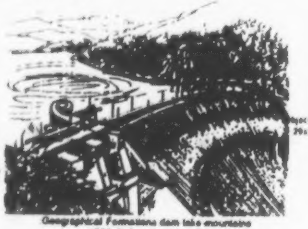
Objects City/Town Color Statue (Mon...
245x340, 32bit, 106.6KB

Objects Places in the world country landsc
686x432, 1bit, 36.8KB

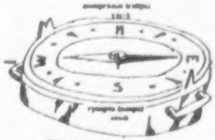
Objects Places in the world country outline with figures
1242x837, 1bit, 128.5KB

Objects Road signs cross
32x33, 32bit, 4.7KB

Dialogs Asking for Directions cyclist asking way
1400x783, 1bit, 40.1KB


Geographical Formations dam lake mountains
1236x940, 1bit, 79.1KB

Objects Road signs dirs
29x30, 32bit, 4.9KB


Objects directions compass
1347x845, 1bit, 15.9KB

...sking for Directions Do you know wh...
824x480, 1bit, 21.6KB

Dialogs dog driving a car
1612x1112, 1bit, 29.0KB

Dialogs Learning signs Don't Cross
823x485, 1bit, 20.6KB

Objects Road signs don't turn
35x38, 32bit, 5.5KB

Dialogs Learning signs Don't Walk There
821x504, 1bit, 21.9KB

Objects Road signs don't
42x42, 32bit, 7.5KB

Dialogs Talking About Travels Door/restaurant

598x484, 1bit, 24.5KB

Objects Places in the world Everest
260x208, 1bit, 1.5KB

Objects City/Town factory
580x185, 1bit, 8.4KB

Objects City/Town factory 2
396x291, 1bit, 3.7KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Travel/Transportation

Dialogs Going by Bus 2 getting in bus
1200x750. 1bit. 32.4KB

Dialogs Going by Bus Getting On The Bus
823x480. 1bit. 27.2KB

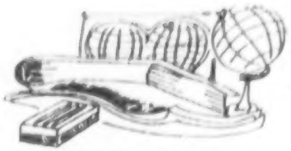
Dialogs Going by Bus 2 getting out of bus
436x500. 1bit. 27.5KB

Dialogs Buying Bus Tickets girl by ticket counter
720x1140. 1bit. 101.5KB

Dialogs girls about city
1600x546. 1bit. 120.3KB

Dialogs girls about going by boat
1368x700. 1bit. 118.3KB

Dialogs Asking for Directions giving direction
1352x968. 1bit. 27.0KB

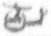

Objects Maps globes and maps
1263x668. 1bit. 23.2KB

Objects Road signs go straight
38x38. 32bit. 8.0KB

Dialogs Asking for Directions Go there and
627x487. 1bit. 18.4KB

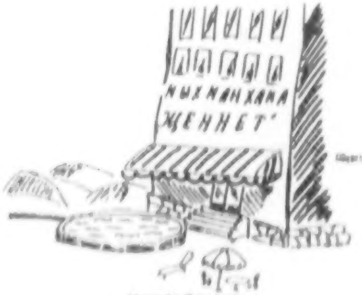
Dialogs Asking for Directions going 1
624x278. 1bit. 3.0KB

Dialogs Taxi hailing a taxi
1480x718. 1bit. 21.6KB


Objects Vehicles helicopter
224x152. 1bit. 4.8KB

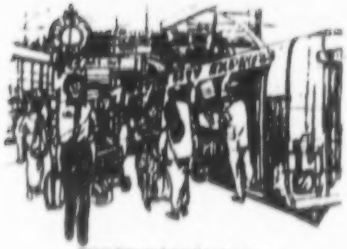
Dialogs Asking for Train Schedule Here 1
597x480. 1bit. 22.7KB

Objects Vehicles historical ship on sea
1480x678. 1bit. 15.8KB



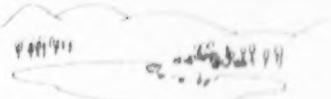
Objects City/Town hotel
1556x1292. 1bit. 47.9KB

Objects City/Town house with
78x71. 32bit. 23.3KB



Dialogs Going by Train/bus city express
1572x1048, 1bit, 85.6KB

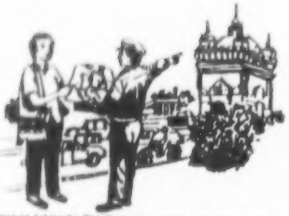
Geographical Formations island
974x630, 1bit, 8.0KB



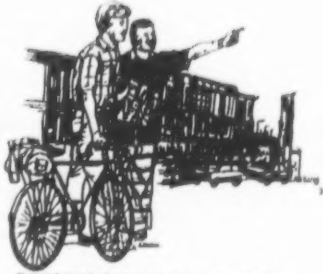
Geographical Formations lake
1561x514, 1bit, 9.6KB

Objects Vehicles lorry on road
490x320, 1bit, 3.0KB

Dialogs man and motorbike
264x320, 1bit, 4.7KB

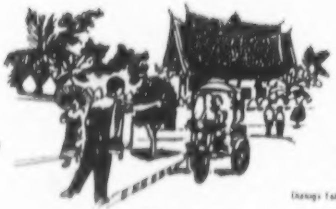


Dialogs Asking for Directions man asking policeman the way
1320x922, 1bit, 44.4KB

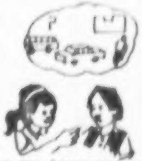


Dialogs Asking for Directions man explaining way to cyclist
1296x1174, 1bit, 62.0KB

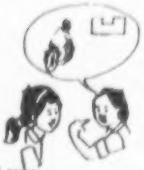
king for Directions man gives
340x290, 1bit, 3.1KB



Dialogs man stopping pedicab
1432x919, 1bit, 59.0KB



Dialogs Talking About Travels man and girl
573x607, 1bit, 49.2KB

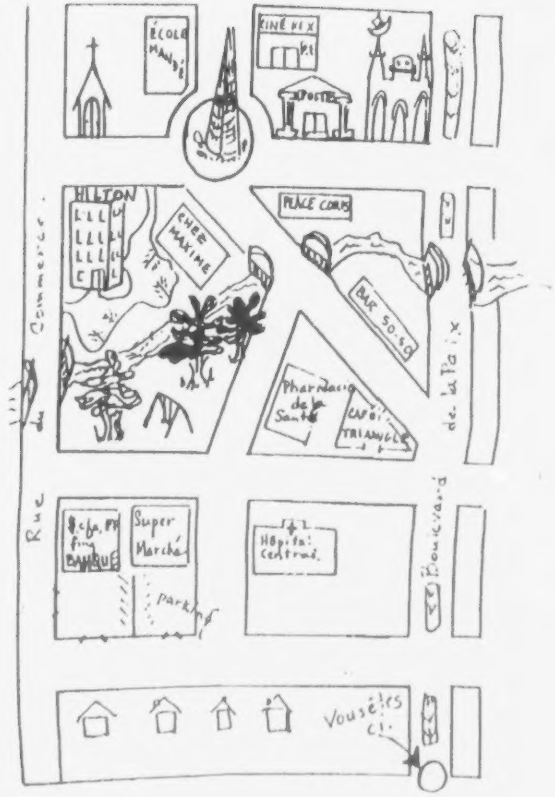


Dialogs Talking About Travels man/girl about
585x735, 1bit, 84.0KB

AFRICA
Algeria
Egypt
Niger
Togo
Gabon
Zaire
Rwanda
Burundi
Tanzania
Angola
Zambia
Botswana
Somalia
Comores
ATLANTIC OCEAN

Objects Places in the world map of Africa
896x907 1bit 20.3KB

Objects Maps map of africa
2990x3102 1bit 133.5KB

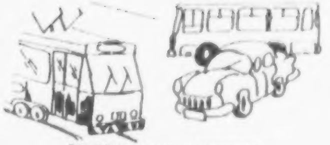

ÉCOLE MANDÉ
CINÉ FIX
POSTE
HILTON
CHEZ MAXIME
PLACE CORPS
BAR SO.SO
Pharmacie de la Santé
CAFÉ TRIANGLE
Rue Commerce
Boulevard de la Paix
BANQUE
Super Marché
Hôpital Central
parking
Vous êtes ici

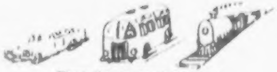
Objects Maps map of francophone town
3245x4045, 1bit, 302.9KB

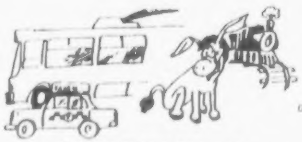
Objects Places at the world map of Nepal with people
879x378, 1bit, 41.2KB

Objects City/Town market place
782x632, 1bit, 24.8KB

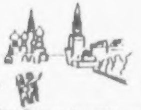
Training Resource CD ROM Pictures 1 Competency/Topic Pictures Travel/Transportation


Objects Vehicles means of city transport
1401x824, 1bit, 22.5KB

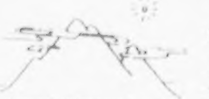

Objects Vehicles means of transport
1218x321, 1bit, 12.3KB

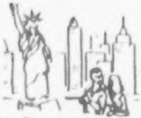

Objects Vehicles means of transport 2
1278x812, 1bit, 20.1KB

Objects City/Town metro entrance
270x225, 1bit, 1.8KB

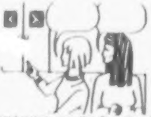

Objects Places in the world Moscow
588x469, 1bit, 13.0KB

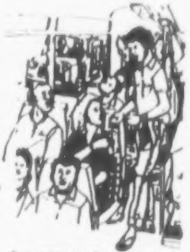
Objects Vehicles motorcycle
344x208, 1bit, 3.4KB

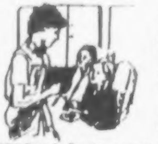

Geographical Formations mountain
868x480, 1bit, 5.2KB

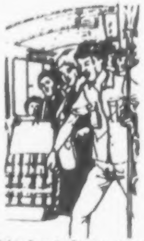

Objects Places in the world New York
601x481, 1bit, 20.7KB

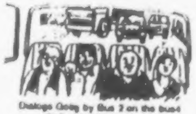
Objects Road signs no vehicles
35x35, 1bit, 5.4KB

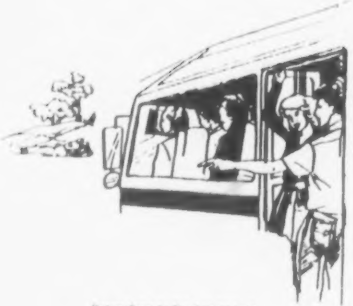

Dialogs Learning signs Not This That One
615x489, 1bit, 20.4KB

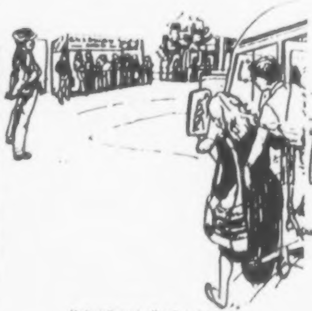

Dialogs Going by Bus 2 on the bus1
800x1084, 1bit, 44.5KB

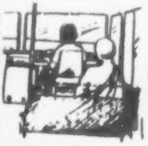

Dialogs Going by Bus 2 on the bus2
692x600, 1bit, 18.1KB

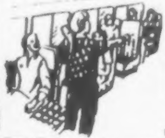

Dialogs Going by Bus 2 on the bus3
608x1037, 1bit, 32.6KB

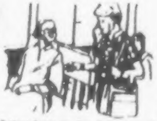

Dialogs Going by Bus 2 on the bus4
840x408, 1bit, 21.6KB

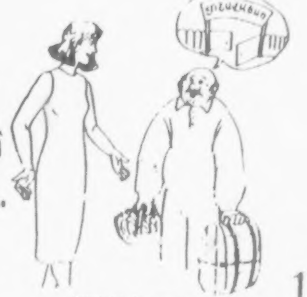

Dialogs Going by Bus 2 on the bus5
1612x1315, 1bit, 48.6KB


Dialogs Going by Bus 2 on the bus6
1312x1355, 1bit, 55.0KB

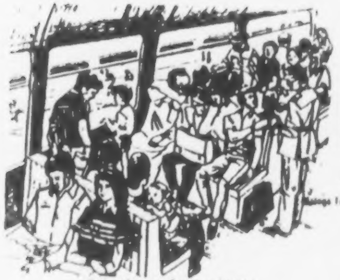

Dialogs Going by Bus 2 on the bus
820x620, 1bit, 19.1KB


Dialogs Going by Bus 2 on the bus8
896x626, 1bit, 18.7KB


Dialogs Going by Bus 2 on the bus9
664x512, 1bit, 16.7KB


Objects City/Town on the street
1230x1340, 1bit, 35.7KB

Training Resource CD ROM Pictures 1 Competency/Topic Pictures Travel/Transportation


Dialogs Going by Transit on the train
1424x1107, 1bit, 96.4KB

ogs Talking About Travels on the train/getting off
610x470, 1bit, 27.9KB

Objects City/Town opera hou
288x243, 1bit, 2.5KB

Objects Places in the world Paris
605x473, 1bit, 15.8KB

Objects Road signs parking 1
30x38, 32bit, 6.1KB

Objects City/Town Parking1
1090x394, 1bit, 9.7KB

Objects City/Town Parking2
1090x330, 1bit, 8.7KB

Geographical Formations peninsula
1497x723, 1bit, 10.7KB

Dialogs Going by Bus 2 people getting in bus
680x601, 1bit, 25.8KB

Objects Road signs phone booth
27x41, 32bit, 7.1KB

Geographical Formations plain
714x430, 1bit, 3.3KB

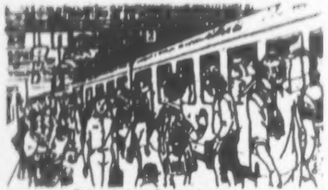
Geographical Formations plain 1
1418x564, 1bit, 7.4KB

Geographical Formations plain 2
1408x814, 1bit, 9.7KB

Objects Podebrady Castle from the River
402x444, 8bit, 178.3KB

Geographical Formations pond
1498x704, 1bit, 11.8KB

Objects Places in the world Prague
823x570, 1bit, 28.2KB


Dialogs Going by Transit railway station
1302x813, 1bit, 74.8KB

Geographical Formations river
1173x880, 1bit, 13.2KB

Objects Vehicles rover
818x402, 1bit, 11.2KB

Objects City/Town scheme of park
1250x828, 1bit, 13.6KB

Dialogs Talking About Travels [illegible]
818x473, 1bit, 24.2KB

Objects Vehicles [illegible]
[illegible], 1bit, 6.2KB

[illegible] for Directions [illegible]
548x272, 1bit, 2.7KB

[illegible] Directions second turn
536x296, 1bit, 2.6KB

Dialogs Going by Transit she just arrived
632x1082, 1bit, 20.7KB

Training Resource CD-ROM Pictures 1 Competency/Topic Pictures Travel/Transportation

Going by Bus 2 she lost bag
652x612, 1bit, 42.0KB

Dialoge Going by Bus 2 she lost bag
640x660, 1bit, 52.4KB

Dialoge Going by Bus 2 she lost bag in bus 3
664x678, 1bit, 56.6KB

Dialoge Going by Bus 2 she lost bag in bus 4
656x548, 1bit, 44.6KB

Dialoge Going by Bus 2 she lost bag in bus 5
608x580, 1bit, 37.0KB

Dialoge Going by Bus 2 she lost bag in b
656x418, 1bit, 33.6KB

Dialoge Going by Bus 2 she lost bag in bus
676x512, 1bit, 43.2KB

Dialoge Going by Bus 2 she lost bag in bus 8
936x492, 1bit, 60.6KB

Dialoge Going by Bus 2 she lost bag in
626x684, 1bit, 60.2KB

Objects Vehicles ship
662x266, 1bit, 4.7KB

Dialoge Ship Ship Front
352x444, 1bit, 3.6KB

Objects Vehicles small boat
1184x488, 1bit, 9.7KB

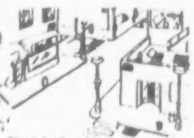
Objects City/Town
756x480, 1bit, 10.5KB

Dialoge Talking About Travels Standing around the
621x490, 1bit, 26.0KB

City/Town Statue B/W (Moldova)
255x340, 8bit, 81.6KB

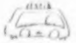
Objects Road signs sle
36x37, 32bit, 5.6KB

Objects City/Town street
842x680, 1bit, 14.0KB


Objects City/Town Street corner in the c
707x550, 1bit, 17.6KB

City/Town symbol no
208x164, 1bit, 1.6KB

Dialoge talking about transport
1148x1116, 1bit, 25.4KB



Dialoge Taxi taxi
350x200, 1bit, 2.2KB

Objects Vehicles taxi
1401x771, 1bit, 21.6KB

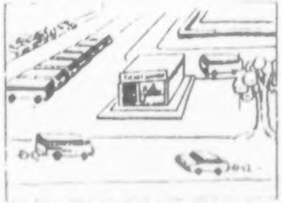
Dialoge Taxi taxi parking
637x315, 1bit, 8.4KB

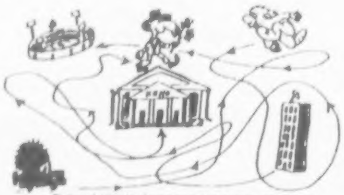
Dialoge Asking for Directions Thanks and
624x489, 1bit, 20.7KB

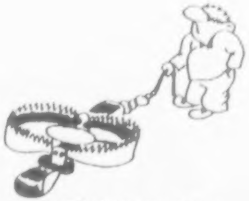
Dialoge Going by Transit The train leaves at 12
816x661, 1bit, 20.8KB

Dialoge Buying Bus Tickets ticket counter
640x480, 1bit, 32.6KB

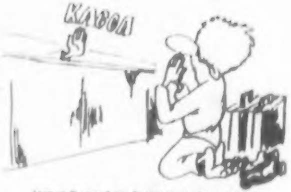
TICKET COUNTER
Dialoge Buying Bus Tickets ticket counter 2
676x580, 1bit, 83.1KB


Dialoge Buying Bus Tickets ticket counter&buses
1184x876, 1bit, 129.4KB

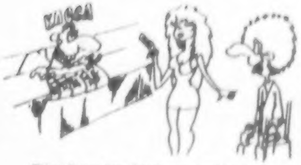

Dialoge Asking for Directions to find specific location
1470x831, 1bit, 31.5KB


Dialoge Taxi to hire a taxi (with trap)
1068x873, 1bit, 16.6KB

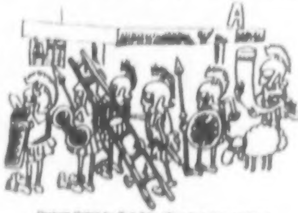
Training Resource CD-ROM   Pictures: 1 Competency/Topic Pictures Travel/Transportation



Dialogs Buying Train Tickets to purchase a ticket
1760x808, 1bit, 24.3KB

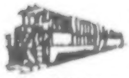


Dialogs Buying Train Tickets to purchase a ticket 2
1344x890, 1bit, 25.7KB



Dialogs Going by Bus 3 to ride a bus (are soldiers)
1311x909, 1bit, 46.3KB

Objects Road signs Traffic situations
787x562, 1bit, 8.0KB



Objects Vehicles train
654x320, 1bit, 8.8KB

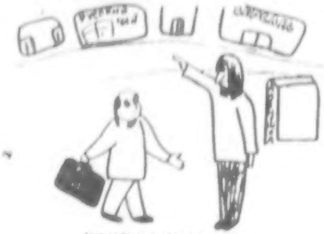
Objects Vehicles Transport1
770x660, 1bit, 16.2KB

Objects Vehicles Transport2
818x412, 1bit, 7.5KB

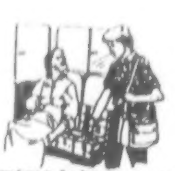
Objects Vehicles trolley bus
386x200, 1bit, 2.7KB

Dialogs Asking for Directions turn
654x278, 1bit, 2.8KB

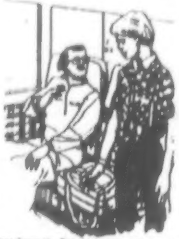
Dialogs Asking for Directions turn to rig
500x272, 1bit, 2.8KB



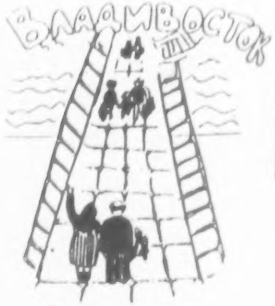
Dialogs Going by Travel Taxi in Station
1390x1000, 1bit, 30.1KB



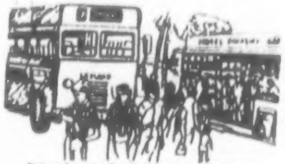
Dialogs Going by Bus 2 two men sitting in bus
712x823, 1bit, 20.3KB



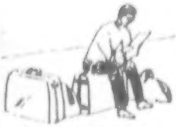
Dialogs Going by Bus 2 two men sitting in bus 2
760x1024, 1bit, 37.4KB



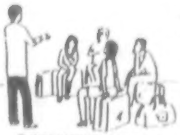
Objects Places in the world Vladivostok
1160x1348, 1bit, 44.4KB



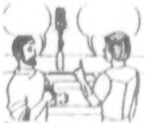
Dialogs Going by Bus 2 waiting for bus at bus stop
1200x882, 1bit, 44.8KB



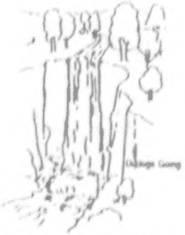
Dialogs waiting for transport
784x554, 1bit, 12.3KB



Dialogs waiting for transport 2
786x600, 1bit, 14.4KB



Dialogs Learning signs Wait Here
621x500, 1bit, 20.5KB



Geographical Formations waterfall
797x1022, 1bit, 18.6KB

Dialogs Going by Travel What platform do we
394x324, 1bit, 7.1KB

Dialogs Going by Travel What time does the train leav
384x335, 1bit, 7.3KB

Dialogs At Information Office What time will
621x481, 1bit, 20.8KB

Dialogs At Information Office What ... bus 1 Anna only
621x481, 1bit, 19.9KB

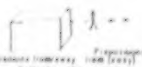
Dialogs Going by Bus 2 woman asking info about bus
556x640, 1bit, 36.1KB

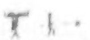
Dialogs Going by Bus 2 woman asking info about bus 2
492x658, 1bit, 40.5KB

Dialogs Going by Bus 2 woman&man&bus in mountains
824x570, 1bit, 40.3KB

Dialogs Going by Bus 2 woman&man&bus in mountains 2
852x596, 1bit, 53.0KB

Training Resource CD-ROM Pictures 2 Grammar/Reference Pictures


Prepositions from/away from (away) from
518x194, 1bit, 4.1KB


Prepositions from/away from (away) from
330x136, 1bit, 5.7KB

Adjectives 1 bad
67x67, 32bit, 16.6KB

Adjectives 2 good
67x65, 32bit, 17.6KB

Adjectives 3 so so
67x67, 32bit, 18.2KB

Adjectives 4 not good
67x58, 32bit, 1

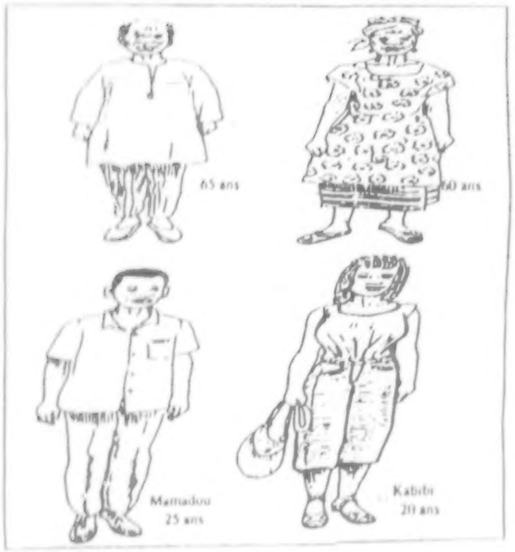
Prepositions before/after before A is before B
61x146, 1bit, 1.6KB

Prepositions above/over above
183x191, 1bit,

Prepositions above/over above a hill (bus
353x276, 1bit, 4.7KB

Prepositions 2 above/over Above&Below of
474x740, 1bit, 8.5KB

Prepositions above/over above/over the
131x182, 1bit, 2.6KB



Adjectives african people (old vs. young)
3216x2879, 1bit, 171.0KB

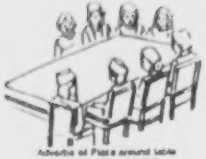
Adjectives Descriptions of People angry
800x666, 1bit, 17.7KB

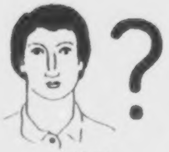
Adjectives Facial Expressions AfricanWom
320x240, 16bit, 129.7KB

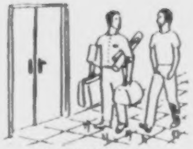
Adjectives Descriptions of People angry 2
782x682, 1bit, 13.0KB

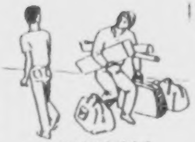
Adjectives Descriptions of People w
227x246, 1bit, 1.6KB

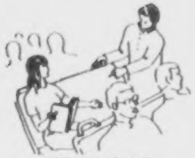
Verbs Discussing a Paper Approaching
320x240, 16bit, 135.1KB

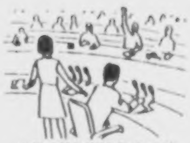

Adverbs of Place around table
880x830, 1bit, 64.2KB

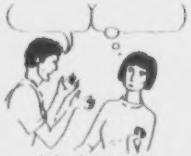

Verbs ask
710x644, 1bit, 8.2KB

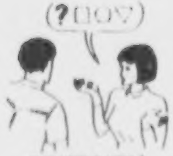

Verbs asking for help 1
818x654, 1bit, 18.7KB

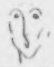

Verbs asking for help 2
818x590, 1bit, 13.2KB

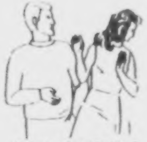

Verbs asking for seat
806x862, 1bit, 14.6KB

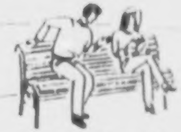

Verbs asking permission to speak
700x576, 1bit, 14.2KB

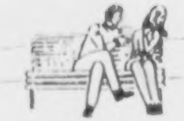

Verbs asking to repeat 1
800x644, 1bit, 11.0KB

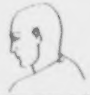

Verbs asking to repeat 2
737x650, 1bit, 11.7KB

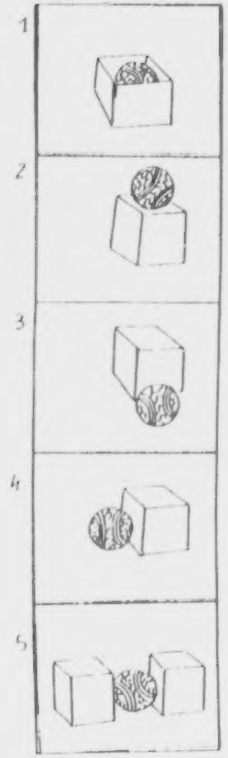

Adjectives Descriptions of People astonished face
185x206, 1bit, 1.9KB


Verbs avoiding attention 1
810x608, 1bit, 11.1KB

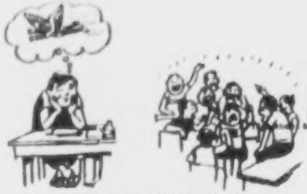

Verbs avoiding attention 2
824x846, 1bit, 13.8KB


Verbs avoiding attention 3
820x628, 1bit, 12.3KB

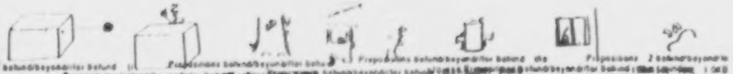

Adjectives Descriptions of People bald
348x480, 1bit, 3.5KB



Prepositions ball and box prepositions
1648x4239, 1bit, 83.5KB



Verbs be embarrassed/becoming/laugh at
1296x835, 1bit, 28.3KB



behind/beyond/for behind [illegible]
483x211, [illegible]

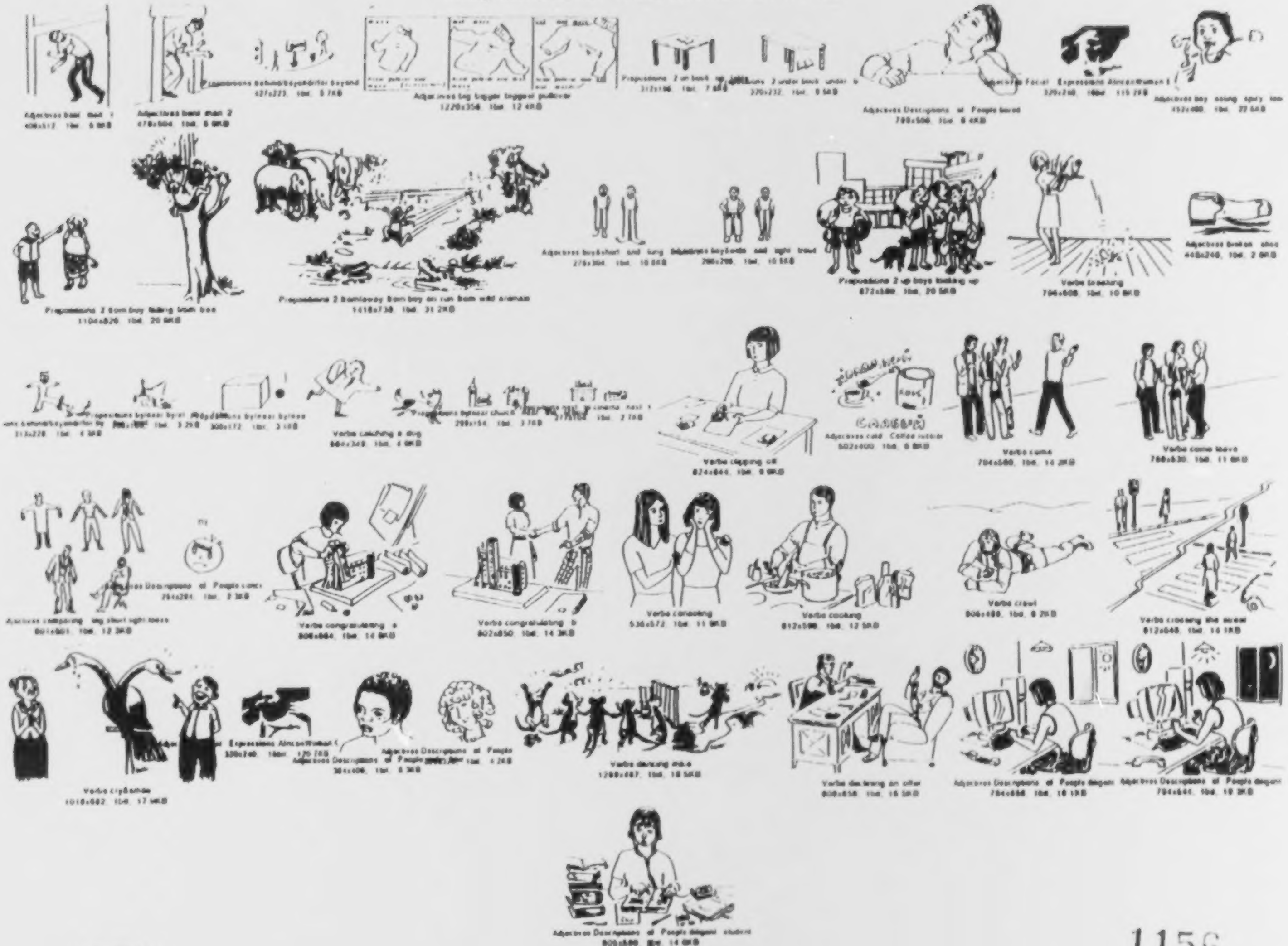
Prepositions behind/beyond/for behind [illegible]
207x204, 1bit, 4.3KB

Prepositions behind/beyond/for behind [illegible]
397x276, 1bit, 5.0KB

Prepositions behind/beyond/for behind [illegible]
108x245, 1bit, 4.1KB

Prepositions 2 behind/beyond/fo [illegible] 1.0KB

Training Resource CD ROM Pictures 2 Grammar/Reference Pictures

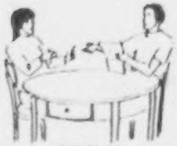


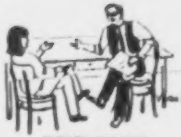
143

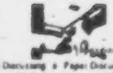
1155

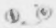
1156

Training Resource CD ROM Pictures 2 Grammar/Reference Pictures


Verbs discuss
758x630 1bit 12.1KB


Verbs discussing news
704x600 1bit 10.6KB


Verbs Discussing a Paper Discussing Paper
320x240 16bit 117.0KB


Prepositions behind/beyond/after dollars
[illegible] 1bit 2.2KB

Numerals domino 1 3
81x92 32bit 13.9KB

Numerals domino 2 2
76x43 32bit 13.0KB

Numerals domino 3 5
76x42 32bit 13.1KB

Numerals domino 4 2
76x42 32bit 13.1KB

Numerals domino 4 3
76x42 32bit 13.1KB

Numerals domino 4 6
85x51 32bit 17.6KB

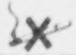
Numerals domino 5 1
78x42 32bit 13.4KB

Numerals domino 6 3
78x42 32bit 13.6KB

Numerals domino 6 5
78x45 32bit 14.3KB

Numerals domino 6 6
86x46 32bit 15.0KB

Verbs don't drink
224x220 1bit 3.1KB

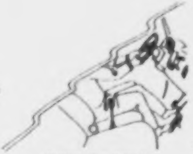

Verbs don't smoke
266x223 1bit 1.9KB

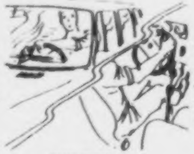
Verbs don't [illegible]
338x270 1bit 3.5KB

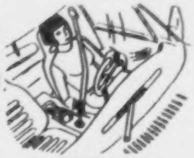
Verbs Discussing a Paper Doug and Zoya
320x240 16bit 130.7KB

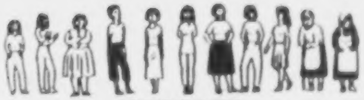
Adverbs of Place [illegible]
57x57 1bit 1.1KB

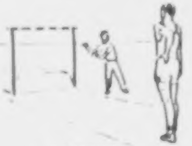
Adverbs of Place [illegible]
57x55 1bit 1.1KB

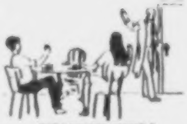

Verbs driving a car 2
816x660 1bit 11.7KB

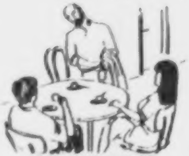

Verbs driving a car 1
800x660 1bit 17.6KB

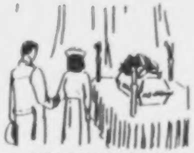

Verbs driving a car 3
810x656 1bit 20.0KB

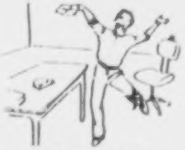

Numerals eleven women
1551x423 1bit 28.0KB

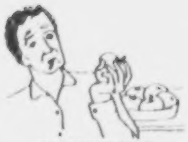

Verbs encouraging
806x638 1bit 9.7KB

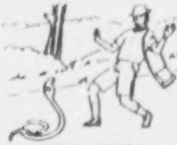

Verbs excusing oneself 2
707x540 1bit 15.3KB

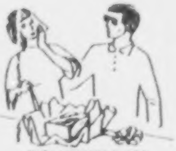

Verbs excusing oneself 3
801x663 1bit 18.6KB

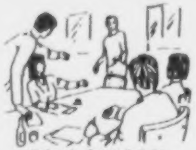

Verbs expressing consideration
814x684 1bit 17.4KB

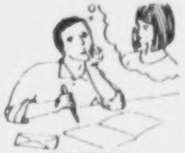

Verbs expressing delight
806x658 1bit 11.0KB

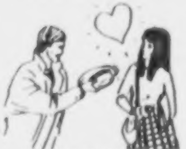

Verbs expressing disgust
760x588 1bit 11.2KB

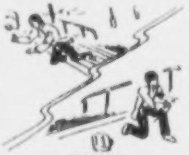

Verbs expressing fear
602x614 1bit 13.3KB

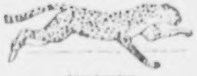

Verbs expressing surprise
760x634 1bit 14.5KB

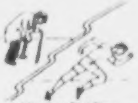

Verbs extending an invitation
812x626 1bit 17.0KB

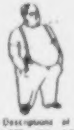

Verbs fall in love
800x647 1bit 12.8KB

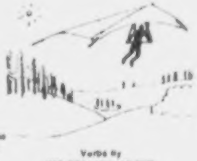

Verbs fall in love 2
758x650 1bit 18.0KB

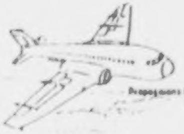

Verbs falling
800x652 1bit 16.7KB

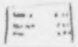

Adjectives fast
814x314 1bit 7.5KB

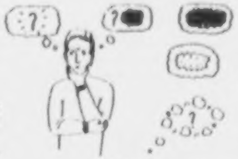

Adjectives Fast/Slow
581x434 1bit 7.0KB


Adjectives Descriptions of Fat
254x500 1bit 4.9KB

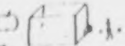

Verbs fly
800x650 1bit 10.3KB


Verbs fly (aircraft)
780x620 1bit 8.6KB


Prepositions behind/beyond/after food
286x102 1bit 3.0KB


Verbs forget
1010x690 1bit 14.0KB

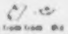
Numerals four apples
549x141 1bit 2.0KB


Prepositions from from
408x180 1bit 4.4KB

Prepositions from/away from from a bee
284x274 1bit 3.6KB

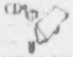
Prepositions from from Prague
365x216 1bit 3.9KB

Prepositions from/away from from the dentist
273x295 1bit 6.4KB

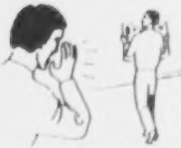

Prepositions from from the newspaper
210x78 1bit 1.0KB

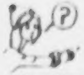
Prepositions from from the nose
114x227 1bit 2.5KB

Prepositions from from the sea
175x122 1bit 1.9KB


Prepositions from/away from from wine
370x222 1bit 4.4KB

Training Resource CD ROM Pictures 2 Grammar/Reference Pictures


Verbs getting someone's attention
804x620, 1bit, 10.6KB


Verbs girl asking
352x312, 1bit, 13.8KB

Verbs girl drinking water
600x596, 1bit, 37.0KB

Prepositions 2 toward girl pointing at book
812x396, 1bit, 40.0KB

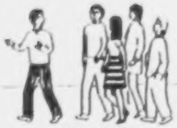
Prepositions 2 toward girl pointing to map
640x650, 1bit, 51.6KB

Prepositions 2 toward girl showing m
502x304, 1bit, 20.3KB

Prepositions 2 around infront girls infront of bank
678x564, 1bit, 55.0KB

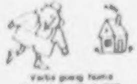
Verbs giving a warning
814x504, 1bit, 10.6KB

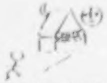
Verbs go
785x614, 1bit, 6.7KB


Verbs go together
768x596, 1bit, 15.3KB

Verbs going down
810x656, 1bit, 10.1KB

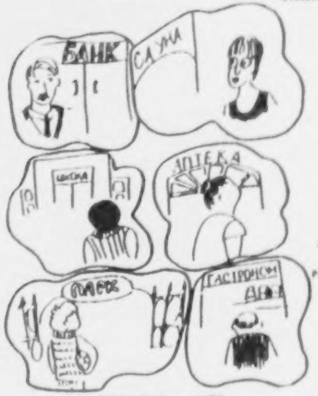
Prepositions 2 from away from going from school
660x630, 1bit, 52.2KB


Verbs going home
562x302, 1bit, 5.2KB


Verbs going home at night (icon)
436x342, 1bit, 3.6KB

Verbs going in
802x654, 1bit, 9.0KB

Verbs going out
804x680, 1bit, 10.1KB

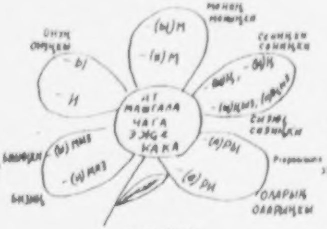


Verbs going to   russian
1360x1686, 1bit, 58.8KB

Prepositions 2 toward going to school
662x620, 1bit, 50.9KB

Verbs going up
804x660, 1bit, 6.6KB

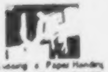
Adjectives good friends
237x300, 1bit, 4.0KB


grammar flower
1356x1005, 1bit, 28.9KB

Prepositions 2 next to handbag next the door
336x384, 1bit, 15.5KB

Prepositions 2 on handbag on ta
260x156, 1bit,

Prepositions 2 on handbag on 1
328x304, 1bit, 12.7KB


Checking a Paper Handing
370x240, 16bit, 134.4KB

Adjectives Descriptions of People happy
746x668, 1bit, 9.7KB

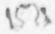
Adjectives Descriptions of People ha
220x237, 1bit, 1.7KB

Adjectives happy man
320x304, 1bit, 4.3KB

Adjectives he has hard wo
402x544, 1bit, 33.3KB

Verbs he is dreaming
1238x708, 1bit, 24.1KB

Verbs he is drinking (icon)
210x172, 1bit, 1.5KB

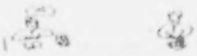

Verbs he is eating (icon)
222x142, 1bit, 1.6KB

Verbs he is reading (icon)
166x130, 1bit, 1.6KB

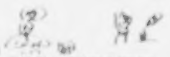
Verbs he is shouting (icon)
210x135, 1bit, 1.4KB

Verbs he is singing (icon)
152x163, 1bit, 1.3KB

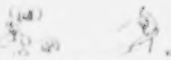
Verbs he is skiing (icon)
170x181, 1bit, 1.5KB



Verbs he is thinking of eating
986x248, 16d, 3.9KB



Verbs he is thinking of drinking
764x212, 16d, 3.8KB



Verbs he is thinking of sleeping
770x242, 16d, 4.0KB

Verbs he is sitting [illegible]
158x117, 16d, 1.1KB

Pronouns he pronoun
1248x726, 16d, 10.8KB

Verbs he tripped over [illegible]
336x203, 16d, 2.6KB

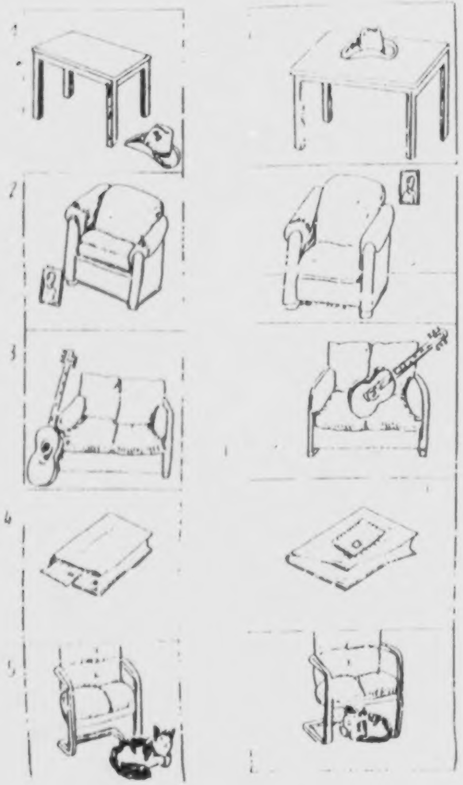
Pronouns he is
[illegible]x147, 16d, 867B

Pronouns He/to
112x274, 16d, 1.3KB

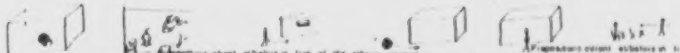
Discussing a Paper Holding a
320x240, 16d, 15.0KB

Adjectives Hot Coffee russian
612x380, 16d, 7.6KB

Adjectives Hot/Spicy russian
804x592, 16d, 10.5KB



Prepositions household objects (on above)
2036x3059, 1bit, 185.5KB



Prepositions at in
331x220, 1bit, 4.5KB

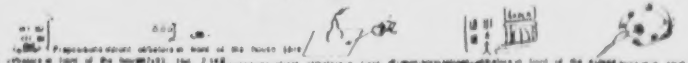
Prepositions at at aquarium
287x218, 1bit, 4.6KB

333x156, 1bit, 2.7KB

436x200, 1bit, 4.0KB

272x213, 1bit, 3.7KB

Prepositions distant ... in front ... 1bit, 2.6KB



Prepositions distant ... in front of the house ...
214x187, 1bit, 3.9KB

Prepositions distant ... in front of the house ... 1bit, 2.1KB

Prepositions distant ... in front ...
410x226, 1bit, 4.5KB

... in front of the ...
326x215, 1bit, 6.1KB

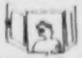
Prepositions in at ...
366x240, 1bit, 5.5KB

Adverbs of Place in the back
78x77, 1bit, 1.5KB

Adverbs of Place in the front
78x75, 1bit, 1.5KB

Prepositions in at the head
218x306, 1bit, 5.7KB

Adverbs of Place in the middle
60x57, 1bit, 1.0KB



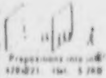
Prepositions in at the window
318x230, 1bit, 6.7KB

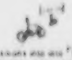
Training Resource CD-ROM Pictures 2 Grammar/Reference Pictures

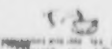
Verbs interrupting
616x641, 1bit, 12.8KB

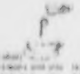
Verbs interrupting 2
802x630, 1bit, 18.5KB

Verbs interrupting 3
815x662, 1bit, 19.4KB


Prepositions into out
470x221, 1bit, 5.2KB

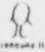

Prepositions into onto
272x193, 1bit, 3.6KB


Prepositions into onto [illegible]
271x150, 1bit, 3.7KB

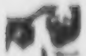

Prepositions onto into [illegible] (shadow)
218x217, 1bit, 3.6KB

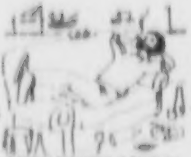
Prepositions into onto [illegible]
495x241, 1bit, 5.8KB

Pronouns II
106x187, 1bit, 1.0KB

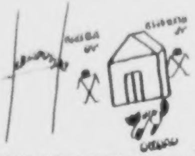

Pronouns II2
112x162, 1bit, 911B

Verbs kneeling
277x356, 1bit, 3.2KB


[illegible] Expressions [illegible]
270x236, 1bit, 1[illegible]KB


Adjectives Description of People [illegible]
800x650, 1bit, 18.1KB

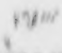
Verbs leave
815x558, 1bit, 13.2KB


Adverbs of Place Left Right [illegible] in Russian
856x660, 1bit, 12.1KB

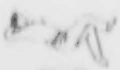
Verbs legs walking
1034x660, 1bit, 8.7KB

Verbs lining up
1488x1021, 1bit, 88.3KB

Verbs listening to bird's son
848x625, 1bit, 9.0KB


Verbs looking at [illegible]
265x211, 1bit, 1.6KB

Adjectives Description of People long hair
376x[illegible], 1bit, 6.1KB


Verbs lying
451x284, 1bit, 3.9KB

Verbs make up
798x650, 1bit, 12.2KB

Verbs man carrying heavy load
240x311, 1bit, 4.4KB

Verbs man cutting tree
880x403, 1bit, 8.9KB

Adjectives man examining elephant
1320x745, 1bit, 25.1KB

2 [illegible]
246x267, 1bit, 3.3KB

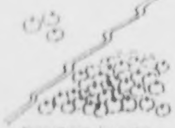
[illegible] jumping over
272x270, 1bit, 3.6KB

Verbs man [illegible]
271x318, 1bit, 3.7KB

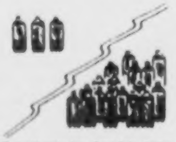
[illegible] man holding
258x[illegible], 1bit, 3.6KB

Verbs man raising [illegible]
481x[illegible]

[illegible] of People [illegible]
298x350, 1bit, 3.1KB


Numerals many few apples
704x500, 1bit, 10.0KB

Numerals many few bananas
730x598, 1bit, 13.3KB


Numerals many few Coca Cola bottles
732x588, 1bit, 10.7KB

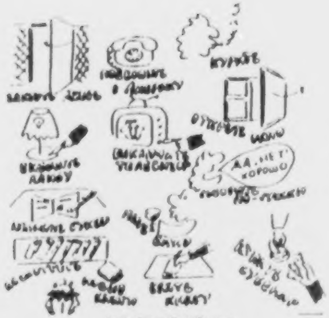
Numerals many few men
706x597, 1bit, 15.8KB

Numerals many few people
736x600, 1bit, 17.2KB

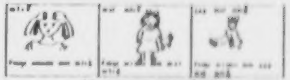
Numerals many few potatoes
736x592, 1bit, 10.3KB

Numerals many few women
729x600, 1bit, 17.0KB

Pronouns me you pronouns
1240x487, 1bit, 9.5KB



Verbs misc verbs in Russian
1418x1362, 1bit, 62.7KB



Adjectives misc girl small girl
1232x332, 1bit, 10.7KB

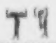
Adjectives Descriptions of People multiple personalities
1300x300, 1bit, 13.9KB

Prepositions near near
334x178, 1bit, 3.7KB

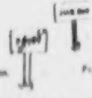
Adjectives near & nearer
360x480, 1bit, 4.9KB

Prepositions near next
160x151, 1bit, 2.0KB

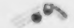
near near each other
230x135, 1bit, 3.1KB



positions by/near near
190x133, 1bit, 2.0KB



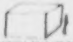
Prepositions near near
340x415, 1bit, 6.0KB



Prepositions near near the
291x116, 1bit, 2.0KB

positions by/near near the
147x150, 1bit, 2.0KB

Verbs negative imperative
471x345, 1bit, 6.1KB

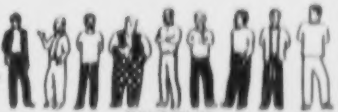


Prepositions next
278x150, 1bit, 3.1KB

next to next
100x181, 1bit, 3.1KB

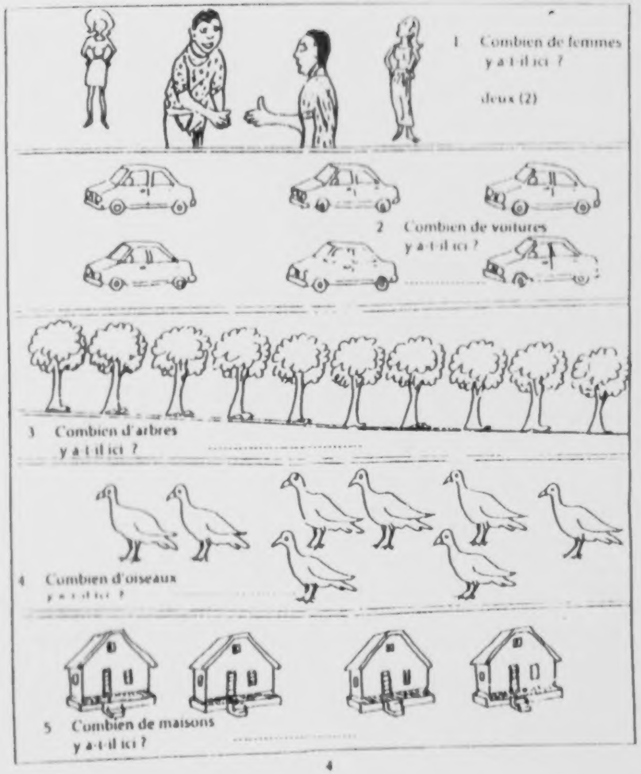
to next
211x102, 1bit, 3.0KB

to next to the
1bit, 2.7KB



Numerals nine men
1456x471, 1bit, 27.6KB

Verbs no photography
272x230, 1bit, 2.6KB



1 Combien de femmes y a-t-il ici ?

deux (2)

2 Combien de voitures y a-t-il ici ? ....

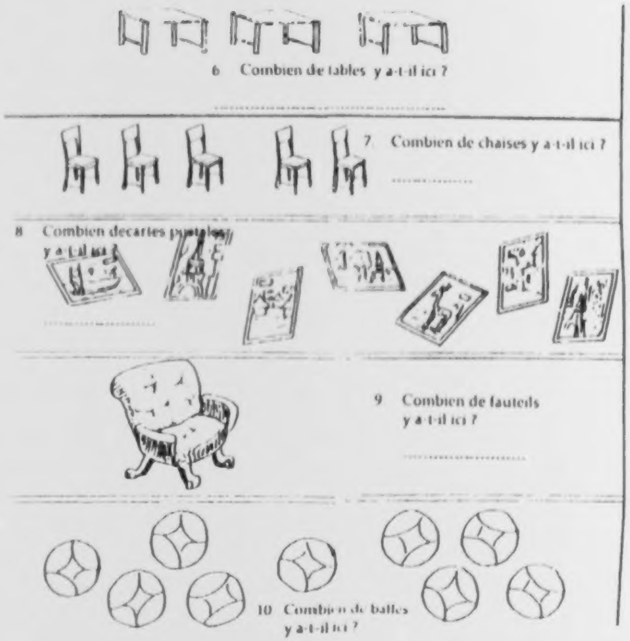
3 Combien d'arbres y a-t-il ici ? ....

4 Combien d'oiseaux y a-t-il ici ? ....

5 Combien de maisons y a-t-il ici ? ....

4

Numerals numbers of object ppt scenes
2981x4018, 1bit, 271.7KB



6 Combien de tables y a-t-il ici ?

....

7 Combien de chaises y a-t-il ici ?

....

8 Combien decartes postales y a-t-il ici ?

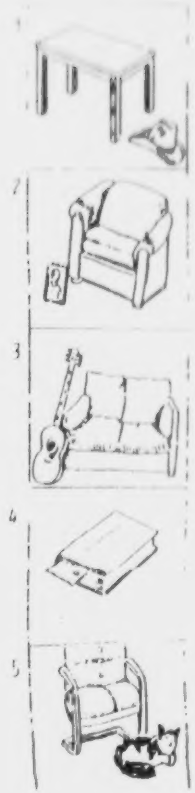
....

9 Combien de fauteils y a-t-il ici ?

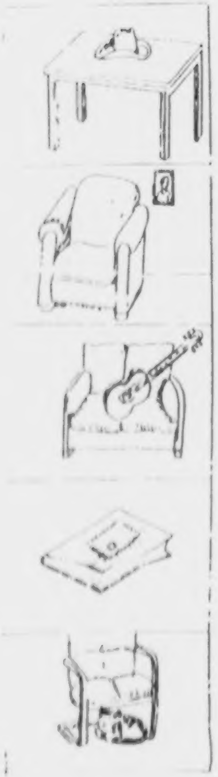
....

10 Combien de balles y a-t-il ici ?

Numerals numbers of objects
3071x3581, 1bit, 187.6KB



Prepositions objects in household (next to)
1640x3709, 1bit, 96.4KB



Prepositions objects in households (under)
1640x3901, 1bit, 93.8KB

Adjectives Descriptions of People old 269x331, 1bit, 4.0KB

Prepositions onto on (stairs) 132x100, 1bit, 2.0KB

Prepositions onto on a hill 105x233, 1bit, 3.7KB

Verbs on knees 470x249, 1bit, 3.7KB

Prepositions onto on the chair 71x117, 1bit, 1.6KB

Adverbs of Place on the [illegible] 101x51, 1bit, 1.2KB

Prepositions onto on the table 325x308, 1bit, 8.7KB

Prepositions onto on boat [illegible] 1bit, 5.6KB

Numerals one red pepper [illegible]17, 1bit, 7.3KB

Prepositions onto [illegible] 134x160, 1bit, 2.2KB

Prepositions onto [illegible] on [illegible] 366x100, 1bit, 3.0KB

Prepositions 2 on opened [illegible] 336x304, 1bit, 12.1KB

[illegible] opened book 292x272, 1bit, 10.3KB

Prepositions onto on [illegible] 1bit, 3.7KB

Prepositions above/over [illegible] 348x244, 1bit, 6.3KB

[illegible] above/over [illegible] 330x109, 1bit, 3.9KB

[illegible] over the house 464x210, 1bit, 4.[illegible]

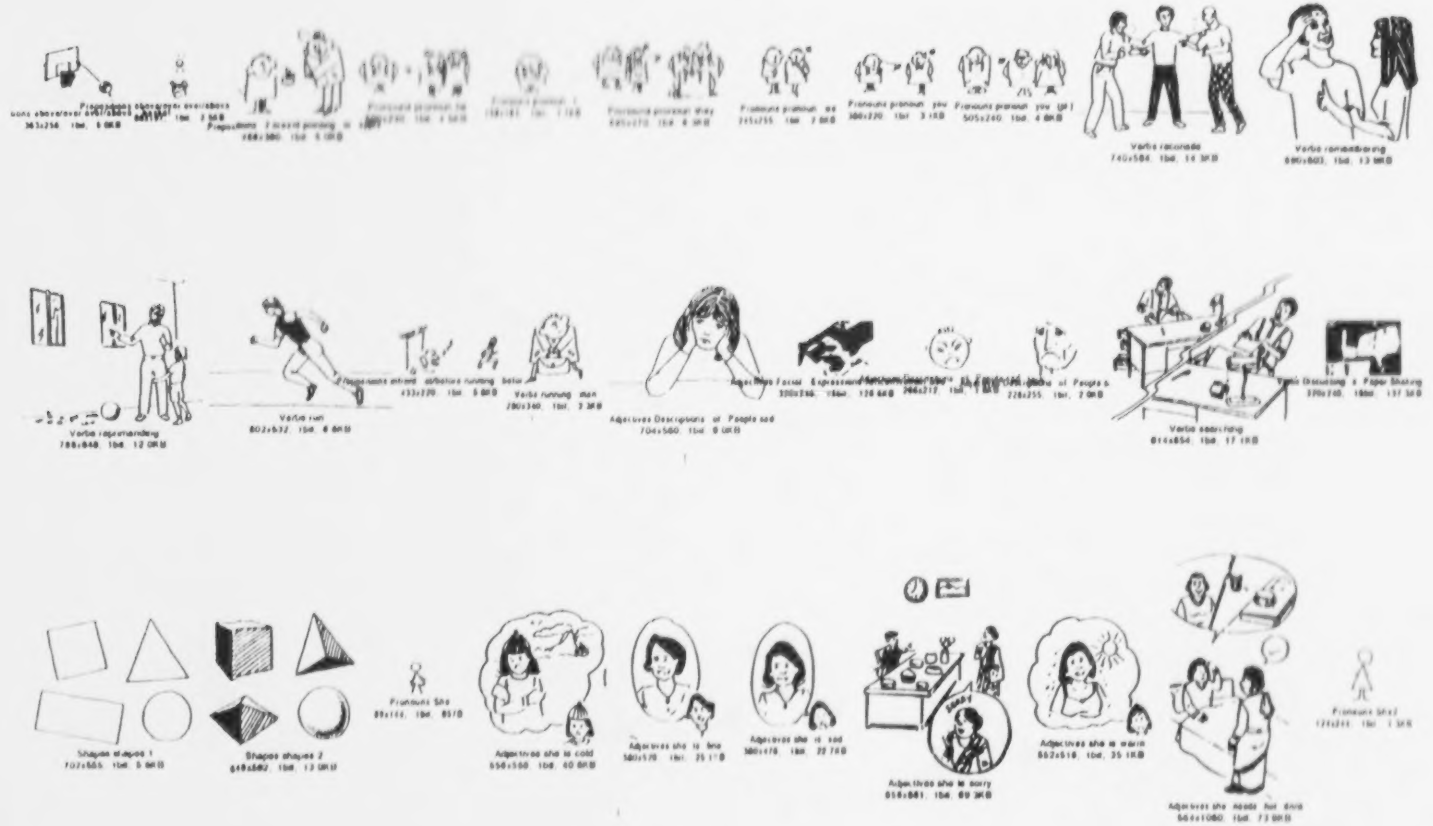
Prepositions above/over over direction[illegible] 486x320, 1bit, 4.9KB

Prepositions above/over over/above 104x138, 1bit, 2.3KB

1171

1172

Training Resource CD ROM Pictures 2 Grammar/Reference Pictures



Prepositions above/over over/above
363x256, 1bit, 6.0KB

Prepositions above/over over/above
86x197, 1bit, 2.5KB

Prepositions 2 board pointing at [illegible]
466x380, 1bit, 5.0KB

Pronouns pronoun he
380x230, 1bit, 4.5KB

Pronouns pronoun I
156x181, 1bit, 1.1KB

Pronouns pronoun they
485x270, 1bit, 6.5KB

Pronouns pronoun we
245x255, 1bit, 2.6KB

Pronouns pronoun you
380x220, 1bit, 3.1KB

Pronouns pronoun you (pl.)
505x240, 1bit, 4.6KB

Verbs reconcile
740x584, 1bit, 14.3KB

Verbs remembering
680x803, 1bit, 13.9KB

Verbs reprimanding
788x848, 1bit, 12.0KB

Verbs run
802x632, 1bit, 8.6KB

Prepositions in front of/before running below
433x270, 1bit, 5.6KB

Verbs running man
280x340, 1bit, 3.3KB

Adjectives Descriptions of People sad
704x560, 1bit, 9.0KB

Adjectives Facial Expressions [illegible]
320x246, 16bit, 120.6KB

Adjectives Descriptions of Emotions [illegible]
246x217, 1bit, 1.6KB

Adjectives Descriptions of People s
228x255, 1bit, 2.0KB

Verbs searching
814x854, 1bit, 17.1KB

Verbs Discussing a Paper Sharing
370x240, 16bit, 137.5KB

Shapes shapes 1
702x565, 1bit, 5.6KB

Shapes shapes 2
648x682, 1bit, 13.0KB

Pronouns She
89x144, 1bit, 857B

Adjectives she is cold
656x560, 1bit, 40.6KB

Adjectives she is fine
580x570, 1bit, 25.1KB

Adjectives she is sad
580x478, 1bit, 22.7KB

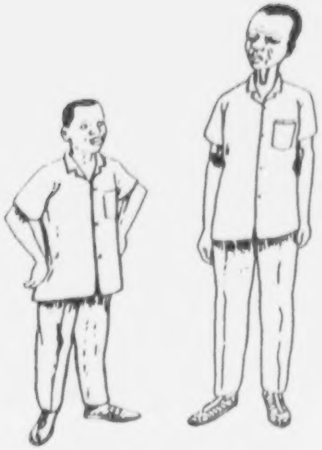
Adjectives she is sorry
856x881, 1bit, 69.3KB

Adjectives she is warm
662x618, 1bit, 35.1KB

Adjectives she needs hot drink
664x1080, 1bit, 73.0KB

Pronouns She2
124x211, 1bit, 1.3KB

Training Resource CD ROM Pictures 2 Grammar/Reference Pictures


Adjectives short and tall african man
1648x2308, 1bit, 81.5KB

Adjectives Descriptions of People short fat man
1308x1104, 1bit, 29.3KB

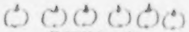
Adjectives Descriptions of People short 1
280x302, 1bit, [illegible]

Adjectives Descriptions of People short lady
188x474, 1bit, 3.3KB

Adjectives Descriptions of People shoulders
368x312, 1bit, 3.1KB

Verbs shutting the door
248x435, 1bit, 4.0KB

Verbs sitting
310x454, 1bit, 4.0KB


Numerals six apples
784x119, 1bit, 2.9KB

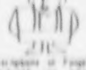
Verbs sleeping cat
440x225, 1bit, 3.6KB

Verbs sleeping man
378x341, 1bit, 5.1KB

Adjectives slow
810x578, 1bit, 10.0KB

Adjectives slow 2
791x844, 1bit, 13.0KB

Adjectives small bigger biggest clothes
1232x382, 1bit, 11.3KB


Adjectives Descriptions of People s
318x328, 1bit, 3.5KB

Verbs sounds quiet and loud
810x852, 1bit, 20.0KB

Adjectives fine russian
492x812, 1bit, 7.6KB

Verbs squatting
301x363, 1bit, 3.6KB

Verbs standing sitting russian
1512x832, 1bit, 25.4KB

Verbs standing
125x551, 1bit, 4.0KB

Adjectives Descriptions of People s
268x338, 1bit, 3.3KB

Adjectives Descriptions of People surprised
812x860, 1bit, 10.6KB

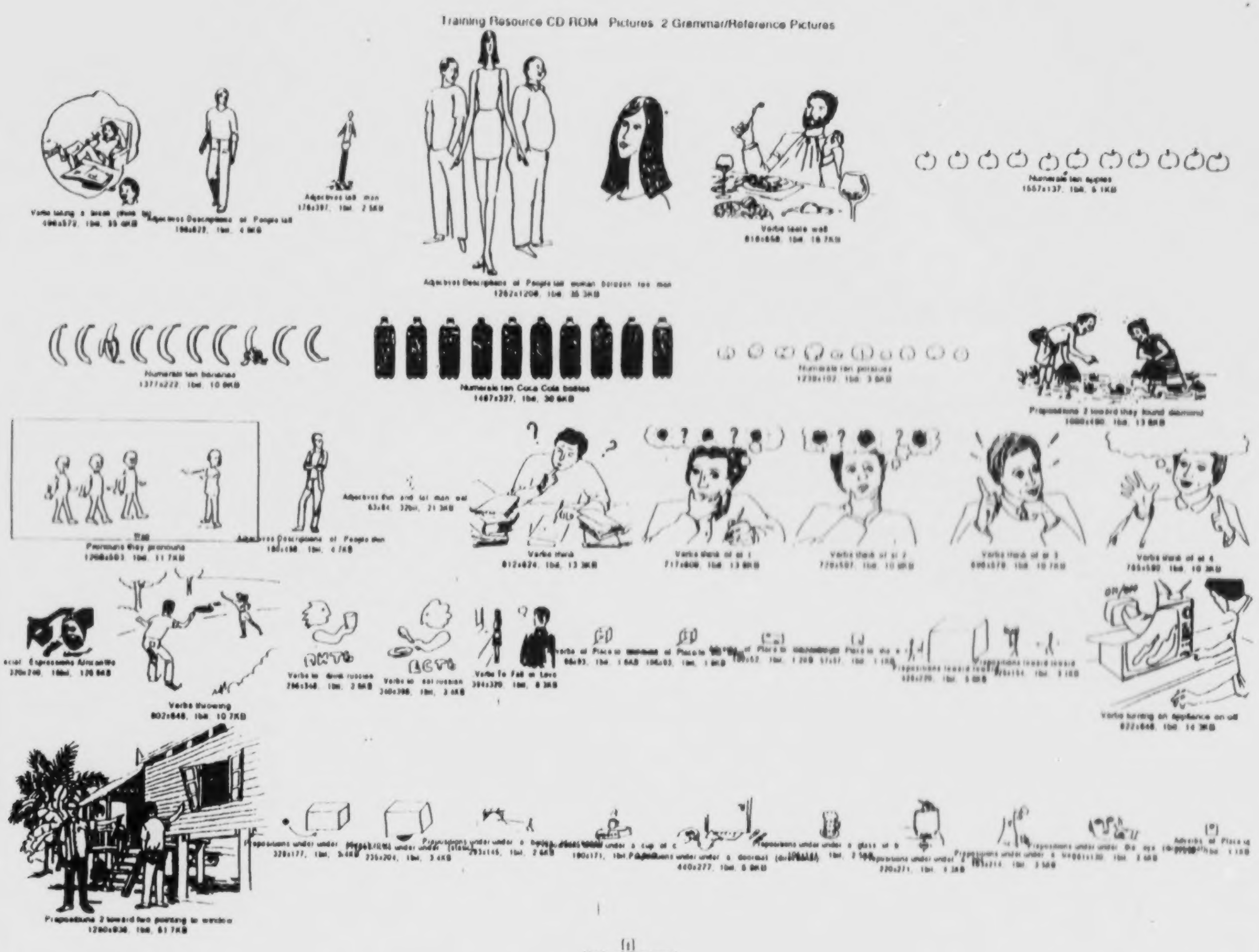
Adjectives Descriptions of People surprised 2
748x650, 1bit, 10.8KB

Adjectives Descriptions of People surprised 2b
722x620, 1bit, 14.6KB

Adjectives Facial Expressions AfricanWoman
320x240, 16bit, 111.1KB

Adjectives Sweet Honey russian
362x440, 1bit, 5.9KB

Adjectives Sweet Melon
[illegible]x389, 1bit, 8.0KB



Training Resource CD ROM Pictures 2 Grammar/Reference Pictures

Verbs taking a break (think bg)
496x572, 1bit, 35.4KB

Adjectives Descriptions of People tall
196x672, 1bit, 4.9KB

Adjectives tall man
176x397, 1bit, 2.5KB

Adjectives Descriptions of People tall woman between two men
1262x1208, 1bit, 35.3KB

Verbs taste well
818x658, 1bit, 18.7KB

Numerals ten apples
1557x137, 1bit, 6.1KB

Numerals ten bananas
1377x222, 1bit, 10.9KB

Numerals ten Coca Cola bottles
1487x327, 1bit, 30.6KB

Numerals ten potatoes
1238x107, 1bit, 3.0KB

Prepositions 2 toward they found diamond
1000x490, 1bit, 13.8KB

Tall
Pronouns they pronouns
1268x503, 1bit, 11.7KB

Adjectives Descriptions of People thin
180x498, 1bit, 4.7KB

Adjectives thin and fat man eat
63x84, 32bit, 21.3KB

Verbs think
812x624, 1bit, 13.3KB

Verbs think of it 1
717x608, 1bit, 13.8KB

Verbs think of it 2
720x507, 1bit, 10.9KB

Verbs think of it 3
690x570, 1bit, 10.7KB

Verbs think of it 4
765x590, 1bit, 10.3KB

ocial Expressions Africa
320x240, 16bit, 120.9KB

Verbs throwing
802x648, 1bit, 10.7KB

Verbs to drink russian
286x348, 1bit, 2.6KB

Verbs to eat russian
360x398, 1bit, 3.6KB

Verbs To Fall in Love
394x320, 1bit, 8.3KB

Verbs of Place to [illegible] of Place to [illegible] of Place to [illegible] Place to the s
86x93, 1bit, 1.6KB 106x93, 1bit, 1.8KB [illegible]x52, 1bit, 1.2KB 57x57, 1bit, 1.1KB

Prepositions toward toward
Prepositions toward toward
320x270, 1bit, 5.0KB [illegible]x154, 1bit, 3.1KB

Verbs turning on appliance on off
822x648, 1bit, 14.3KB

Prepositions under under
328x177, 1bit, 3.4KB

Prepositions under under (stand)
235x204, 1bit, 3.4KB

Prepositions under under a [illegible]
293x145, 1bit, 2.6KB

Prepositions under under a cup of c
190x171, 1bit, [illegible]

Prepositions under under a doormat (doormat)
440x277, 1bit, 8.8KB

Prepositions under under a glass of b
[illegible], 1bit, 2.5KB

Prepositions under under a [illegible]
220x271, 1bit, 3.3KB

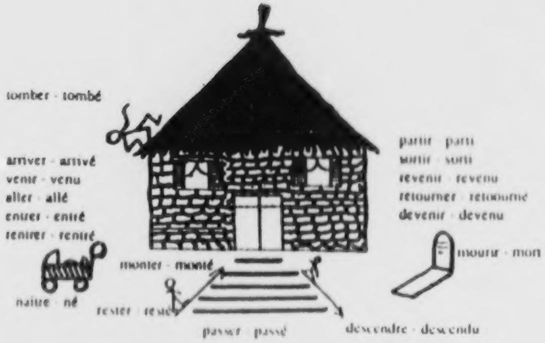
Prepositions under under a [illegible]
[illegible]x214, 1bit, 3.5KB

Prepositions under under the eye [illegible]
[illegible]x130, 1bit, 3.6KB

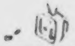
Adverbs of Place q
[illegible], 1bit, 1.1KB

Prepositions 2 toward two pointing to window
1280x938, 1bit, 61.7KB

Adverbs of Place upward

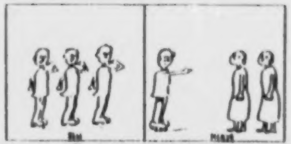

tomber - tombé
arriver - arrivé
venir - venu
aller - allé
entrer - entré
rentrer - rentré
naître - né
monter - monté
rester - resté
passer - passé
descendre - descendu
partir - parti
sortir - sorti
revenir - revenu
retourner - retourné
devenir - devenu
mourir - mort

Verbs verbs of movement in French
2798x1840, 1bit, 86.5KB



Verbs watching TV (icon)
290x186, 1bit, 2.0KB

Adjectives Descriptions of People wavy hair
398x430, 1bit, 9.5KB



Pronouns we - you(pl) pronouns
1216x604, 1bit, 15.1KB

Verbs what can be done in wood
1250x1806, 1bit, 86.5KB

Verbs woman singing
260x510, 1bit, 4.3KB

Verbs write
784x548, 1bit, 8.8KB

Verbs Discussing a Paper Towels (text)
320x240, 16bit, 122.5KB

1179

1180

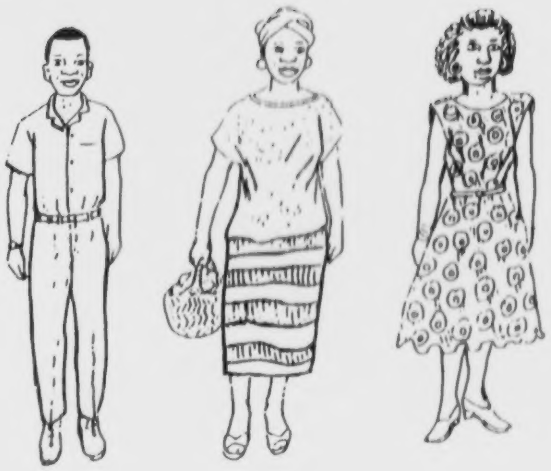
People of different races Aboriginal
628x600, 1bit, 9.7KB

People of different races African
442x524, 1bit, 7.7KB

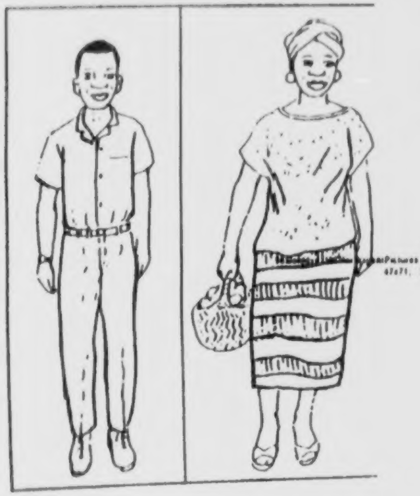
People of different races African
442x496, 1bit, 7.6KB

People of different races African
486x532, 1bit, 7.8KB

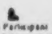
People of different races African a
385x480, 1bit, 8.2KB



Misc african man and 2 women
3278x2654, 1bit, 186.0KB



Misc african man and woman
1648x2597, 1bit, 133.1KB



[illegible]Pictures Participant pictures [illegible]
47x71, 32bit, 10.8KB

CH PCVs 1995 Yearbook Photos Am[illegible]
245x300, 8bit, 30[illegible]

CH Staff Portraits Anna [illegible]
281x375, [illegible]

[illegible] main chara[illegible] story port [illegible]
476x468, 1bit, 13.8KB

CH PCVs 1995 Yearbook [illegible]
186x300, 8bit, 30.5KB

[illegible] Yearbook Photo[illegible]
251x300, 8bit, 64.5KB

[illegible]ParticipantPictures Participant pictures [illegible]
[illegible], 16bit, [illegible]

CH PCVs 1996 Yearbook Phot[illegible]
230x300, 8bit, 49.0KB

Misc [illegible] Businessman1
476x600, 1bit, 7.0KB

Misc [illegible]
421x826, 1bit, 39.6KB

[illegible]TMCParticipantPictures Participant pictures Armene P
152x120, 16bit, 30.6KB

Misc [illegible]
218x266, 1bit, 3.2KB

[illegible]TMCParticipantPictures Partic[illegible]
212x231, 16bit, 96.3KB

[illegible]
196x224, 16bit, 86.4KB

[illegible]
177x191, 16bit, 66.7KB

[illegible]Participant pictures Bill Perry
189x191, 16bit, 63.7KB

CH Staff Portraits Bill [illegible]
261x375, 8bit, 71.7KB

Misc black boy
400x534, 1bit, 9.9KB

Training Resource CD ROM Pictures 3 People Portrait Pictures

Misc black man and woman
1648x3202, 1bit, 160.3KB

Misc black people
816x970, 1bit, 30.5KB

Misc black woman
200x360, 1bit, 3.9KB

CR PCVs 1996 Yearbook (Photo...)
215x300, 8bit, 31.5KB

Yearbook Photo...
263x299, 8bit, 64.1KB

Portraits Bob Southard
193x207, 8bit, 40.1KB

Misc boy
323x287, 1bit, 2.8KB

Misc boy baby newborn
1220x388, 1bit, 11.4KB

Misc Boy Gardener tif
604x848, 1bit, 7.1KB

Misc Boy&Ball in Kitchen tif
400x812, 1bit, 8.8KB

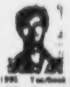
Misc boy&girl
648x724, 1bit, 27.8KB

Misc Boy&Girl heads tif
1062x570, 1bit, 18.2KB

Misc boy&girl&dog
604x338, 1bit, 5.5KB

Misc Boy tif
291x580, 1bit, 8.6KB

Misc boys and girls (heads)
968x330, 1bit, 9.7KB



CR PCVs 1996 Yearbook (Photo...)
241x300, 8bit, 60.0KB

Yearbook Photo
210x300, 8bit, 63.9KB

1185

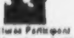
1186

Training Resource CD-ROM Pictures 3 People Portrait Pictures

CR Staff Portraits Bean Tabby
261x375, 8bit, 180.5KB

CR PCVs 1995 Yearbook [illegible]
216x300, 8bit, 47.8KB

Yearbook Photos [illegible]
237x300, 8bit, 37.6KB


[illegible]ParticipantPictures Participant pictures [illegible]
187, 16bit, 71.0KB

CR PCVs 1996 Yearbook Photos
261x300, 8bit, 42.5KB

People of different races [illegible]
303x432, 1bit, [illegible]

[illegible] races Caucasian
301x371, 1bit, 6 KB

Misc children
418x744, 1bit, 38.1KB

[illegible]ParticipantPictures Participant pictures C
187x158, 16bit, 57.8KB

CR PCVs 1995 Yearbook Photos CAB
215x300, 8bit, 36.0KB

Misc counting of persons
1035x286, 1bit, 7.8KB

Misc country life in Central Asia
1624x1292, 1bit, 82.3KB

[illegible]ParticipantPictures Participant pictures D[illegible]
211x227, 16bit, 94.9KB

CR PCVs 1996 Yearbook Photos [illegible] Fiona
195x300, 8bit, 37.0KB

Yearbook Photos [illegible]
232x300, 8bit, 38.6KB

Yearbook [illegible]
270x300, 8bit, 40.2KB

[illegible]
431x282, 8bit, 121.9KB

CR Vs [illegible]
552x321, 1bit, [illegible]

[illegible] man

CR PCVs 1995 Yearbook Photos [illegible]
210x300, 8bit, 30.5KB

[illegible]TMCParticipantPictures Participant pictures [illegible]
[illegible]x230, 16bit, 128.5KB

CR Staff Portraits Diamond [illegible]
261x375, 8bit, 78.1KB

CR PCVs 1996 Yearbook Photos Doug
240x300, 8bit, 30.0KB

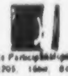
[illegible]TMCParticipantPictures Participant [illegible]
232x236, 16bit, 107.6KB

[illegible]TMCParticipantPictures Participant [illegible]
214x357, 16bit, 87.1KB

[illegible]Participant pictures Edgars
196x215, 16bit, 82.6KB

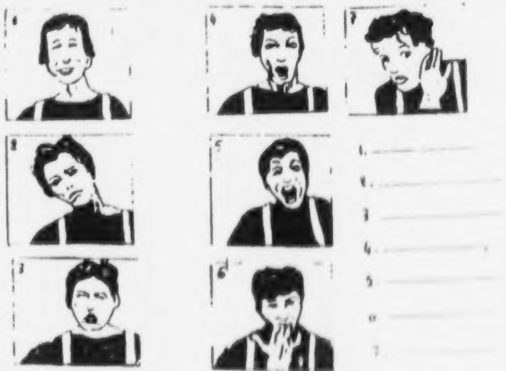
CR PCVs 1996 Yearbook Photos Elaine
185x300, 8bit, 48.1KB

CR Staff Portraits Elias Aralov
261x375, 8bit, 92.0KB


[illegible]TMCParticipantPictures Participant [illegible]
209x205, 16bit, 84.3KB

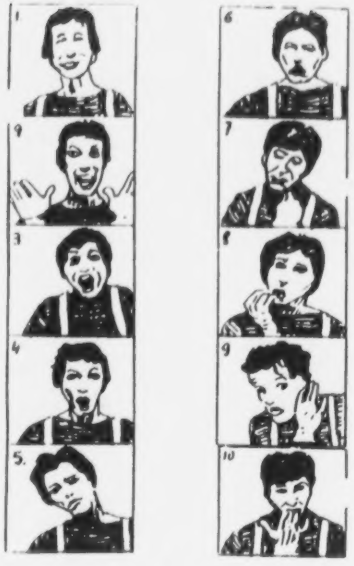
[illegible]
204x195, 16bit, 70.3KB

[illegible]Participant pictures Ele
250x223, 16bit, 105.3KB



Misc facial expressions
3105x1848, 1bit, 80.5KB

Training Resource CD ROM Pictures 3 People Portrait Pictures



Misc facial expressions 2
1040x3040, 1bit, 178.4KB

Misc fat man
328x401, 1bit, 3.7KB

Pictures for ARCE Report CR Vs Pam
363x258, 8bit, 84.4KB

150x181, 16bit, [illegible]

CVs 1995 Yearbook
223x300, 8bit, 42.9KB

Yearbook
214x300, 8bit, 60.0KB

Yearbook Photos Gal
217x300, 8bit, 40.4KB

Misc girl
312x480, 1bit, 19.2KB

Misc girl in shower
504x587, 1bit, 37.5KB

Misc girl's head
[illegible]x500, 1bit, 30.0KB

208x241, 1bit, 0.6KB

Pictures for ARCE Report CR Vs Group
302x212, 8bit, 87.9KB

Pictures for ARCE Report CR Vs Group
413x276, 8bit, 113.2KB

Misc Heraclid
360x444, 1bit, 4.3KB

Pictures for ARCE Report CR Vs Hank
437x268, 8bit, 123.7KB

Participant Pictures Participant pict
[illegible] 60.0KB

People of different races Indian male
480x582, 1bit, 6.3KB

People of different races
522x270, 1bit, 4.9KB

CVs 1996 Yearbook Photographs
207x300, 8bit, 48.0KB

Participant Pictures Participant pictures
16bit, 111.4KB

CR Staff Portraits Ivo Dobes
261x375, 8bit, 100.4KB

Pictures for ARCE Report CR Vs JA Group with a borrow
370x301, 8bit, 96.1KB

Pictures for ARCE Report CR Vs JA Seminar Ann and Dan
[illegible]x181, 8bit, 56.6KB

Pictures for ARCE Report CR Vs Jack
342x245, 8bit, 83.9KB

Pictures for ARCE Report CR Vs Jack at a table 2
306x230, 8bit, 72.1KB

Pictures for ARCE Report CR Vs Jack by a construction
230x320, 8bit, 77.7KB

Participant Pictures Participant pictures Jan Karpov
[illegible]x235, 16bit, 105.7KB

CR Staff Portraits Jana Rodadova
261x375, 8bit, 100.5KB

Misc Browns main chars in story port Jana Rovska
478x465, 1bit, 10.1KB

Training Resource CD ROM Pictures 3 People Portrait Pictures

[illegible] of different races Japanese [illegible]
516x580, 1bit, 5.2KB

People of different races Japanese male
488x568, 1bit, 6.1KB

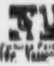
CR PCVs 1995 Yearbook [illegible]
237x300, 8bit, 60.5KB

Yearbook [illegible]
266x300, 8bit, 36.2KB

Yearbook Photos
197x300, 8bit, 43.1KB

[illegible] main chars in story part Jim Brown
472x482, 1bit, 16.8KB

[illegible]TMCParticipantPictures Participant pictures [illegible]
214x217, 16bit, 61.3KB


[illegible]

CR PCVs 1995 Yearbook Photos [illegible]
222x300, 8bit, 44.3KB

CR Staff Portraits Karla Cardona
261x375, 8bit, 77.5KB

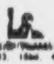
CR PCVs 1996 Yearbook Photos [illegible]
[illegible]x300, 8bit, 47.6KB

CR PCVs 1996 Yearbook Phot[illegible]
[illegible]x263, 8bit, 60.2KB

[illegible]ParticipantPictures Participant [illegible]
210x220, 16bit, 121.6KB

[illegible]
[illegible], 16bit, 67.1KB

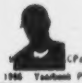
[illegible]
159x151, 16bit, 47.5KB


[illegible] pictures [illegible]
155x133, 16bit, 40.9KB

People of different races Korean female
600x832, 1bit, 8.3KB

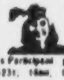
CR PCVs 1995 Yearbook Photos [illegible]
222x300, 8bit, 45.2KB

CR Staff Portraits Kristina Goodspeed
261x375, 8bit, 81.2KB


CR PCVs 1996 Yearbook Photos [illegible]
[illegible]x300, 8bit, 30.5KB

[illegible]ParticipantPictures Participant p[illegible]
[illegible]x130, 16bit, 47.2KB

People of different races Latino
510x549, 1bit, 7.8KB


[illegible]TMCParticipantPictures Participant pictures Lowell [illegible]
268x231, 16bit, 131.5KB

CR Staff Portraits Lillo Nora
261x375, 8bit, 81.2KB

Mac [illegible]
360x420, 1bit, 3.6KB

Mac [illegible]
308x404, 1bit, 4.3KB

[illegible]TMCParticipantPictures Participant pictures Lucio Bord[illegible]
225x232, 16bit, 102.6KB

Mac man greeting
[illegible]x314, 1bit, 0.7KB

Mac man hiding face
[illegible]x328, 1bit, 2.8KB

Mac man and woman
1640x2014, 1bit, 130.7KB

Training Resource CD ROM Pictures 3 People Portrait Pictures

Misc man in shirt w/ tie
1646x2003, 1bit, 150.6KB

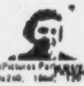
Misc man looking at a car
482x404, 1bit, 6.7KB

Misc man reading Newsletter
806x632, 1bit, 18.2KB

Misc man standing
270x544, 1bit, 15.6KB

Misc man with bottle
364x552, 1bit, 29.5KB

CR Staff Portraits Mario Ram
261x375, 8bit, 100.1KB


CParticipantPictures Participant [illegible]
330x240, 16bit, 150.4KB

[illegible]
658x290, 8bit, 130.0KB

[illegible] Yearbook Photos
261x300, 8bit, 64.7KB

CR Staff Portraits Mary Zamora
261x375, 8bit, 100.7KB

[illegible]CParticipantPictures Participant pictures M[illegible]
310x140, 16bit, 68.5KB

[illegible]CVs 1995 Yearbook Photos Miche[illegible]
103x288, 8bit, 30.3KB

CR Staff Portraits Michel Sol[illegible]
201x375, 8bit, 100.6KB

[illegible] PCVs 1995 Yearbook Photos [illegible]
300x203, 8bit, 48.7KB

[illegible]CParticipantPictures Participant pictures M[illegible]
[illegible] 16bit, 70.0KB

[illegible]CVs 1995 Yearbook Photo
215x300, 8bit, 38.6KB

Misc miscellaneous people 1
892x960, 1bit, 18.7KB

Misc miscellaneous people 2
584x1012, 1bit, 21.0KB

Misc miscellaneous people 3
1345x780, 1bit, 30.1KB

[illegible]CParticipantPictures Participant pictures Morocco Representative
300x270, 16bit, 120.6KB

Training Resource CD ROM Pictures 3 People Portrait Pictures

CD PLVs 1995 Yearbook Photos Nancy
200x200 8bit 40.2KB

[illegible] Participant Pictures Participant pictures Nancy Gordon
210x180 16bit 74.4KB

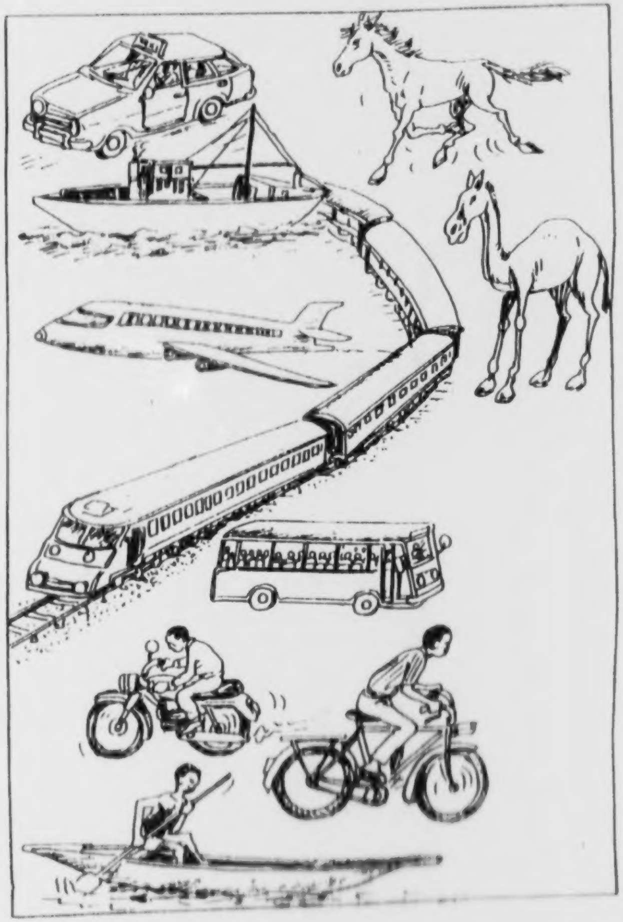
[illegible] Participant Pictures Participant pictures Helen [illegible]
320x240 16bit 108.4KB

People of different races People American1
607x832 1bit 8.7KB

People of different races People American2
600x800 1bit 8.4KB

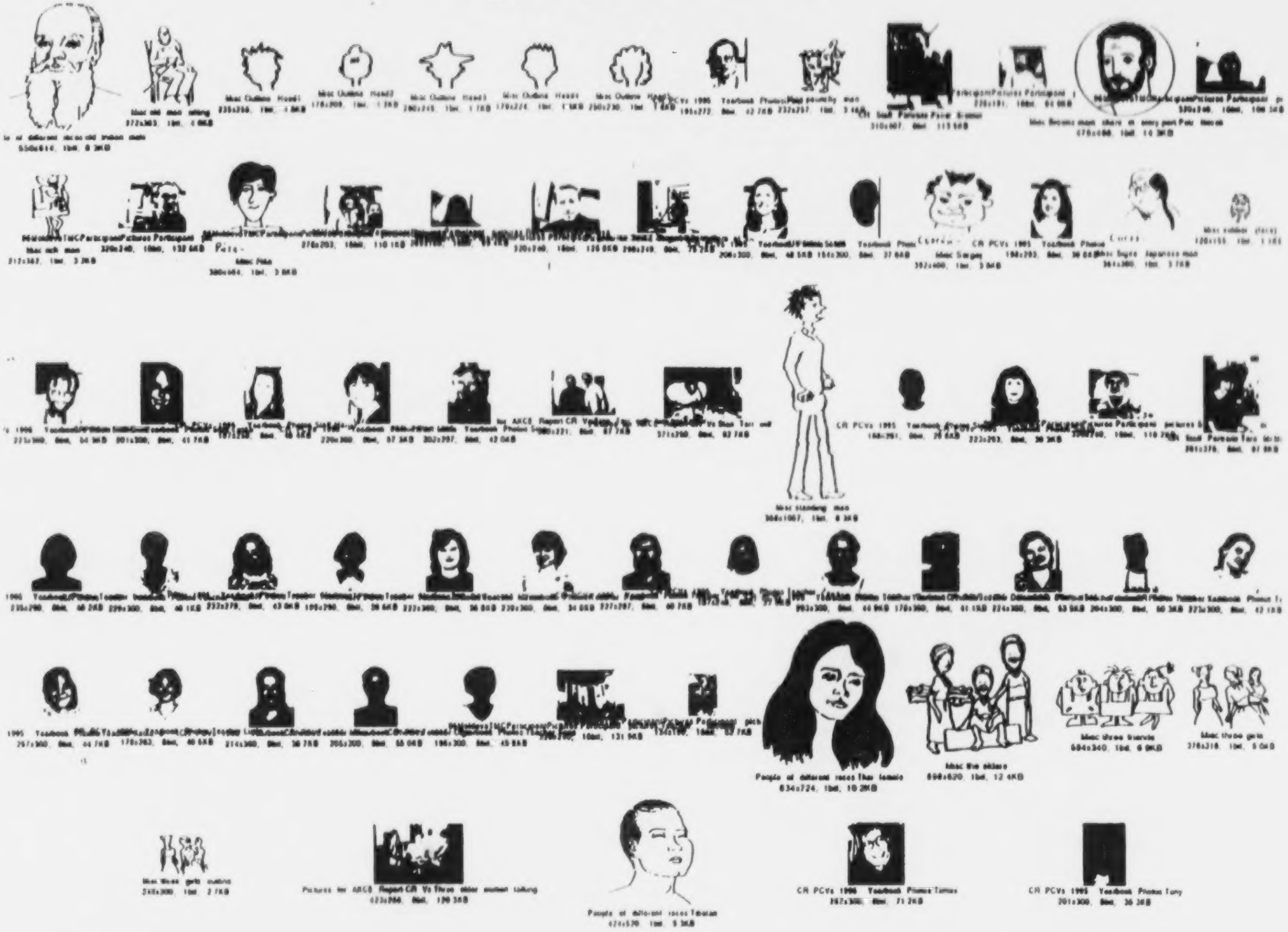
CD PLVs 1995 Yearbook Photos Nicole
270x300 8bit 41.2KB

[illegible]
[illegible]
361x458 1bit 3.7KB



[illegible]
[illegible]

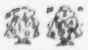
Training Resource CD ROM Pictures 3 People Portrait Pictures


Misc old man sitting
Misc Outline Head1
Misc Outline Head2
Misc Outline Head3
Misc Outline Head4
Misc Outline Head5
Misc Pete
Misc outdoor (face)
Misc standing man
People of different races Thai female
634x724, 1bit, 10.2KB
Misc five sisters
698x620, 1bit, 12.4KB
Misc three friends
684x340, 1bit, 6.9KB
Misc three girls
Misc three girls outline
Pictures for ARCD Report CR Vs Three older women talking
People of different races Thai man
CR PCVs 1995 Yearbook Photos Tomas
CR PCVs 1995 Yearbook Photos Tony

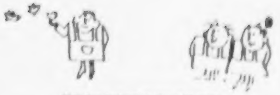
Training Resource CD ROM Pictures 3 People Portrait Pictures

Mac two friends talking
1170x1044, 1bit, 29.7KB

Mac two friends talking
1140x885, 1bit, 18.2KB



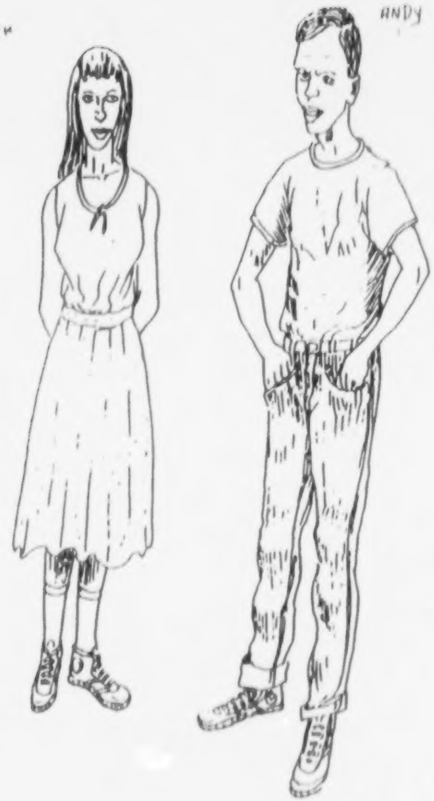
Mac two girls
375x200, 1bit, 4.1KB



Mac two looking at boy with birds
1184x400, 1bit, 8.8KB

Mac two men catching sheep
1180x284, 1bit, 7.5KB

Mac two Turkmens talking
1064x524, 1bit, 13.6KB



Misc two volunteer in africa
3141x3993, 1bit, 212.9KB

People of different races two women sitting and talking
800x450, 1bit, 0.0KB

Misc two [illegible]
234x204, 1bit, 2.0KB

ACE Report CR Vs Two young women talking
406x201, 8bit, 112.0KB

for AKCE Report CR Vs USAID [illegible]

[illegible] Participants Pictures Participant p
190x174, 16bit, 85.2KB

CR Staff [illegible]

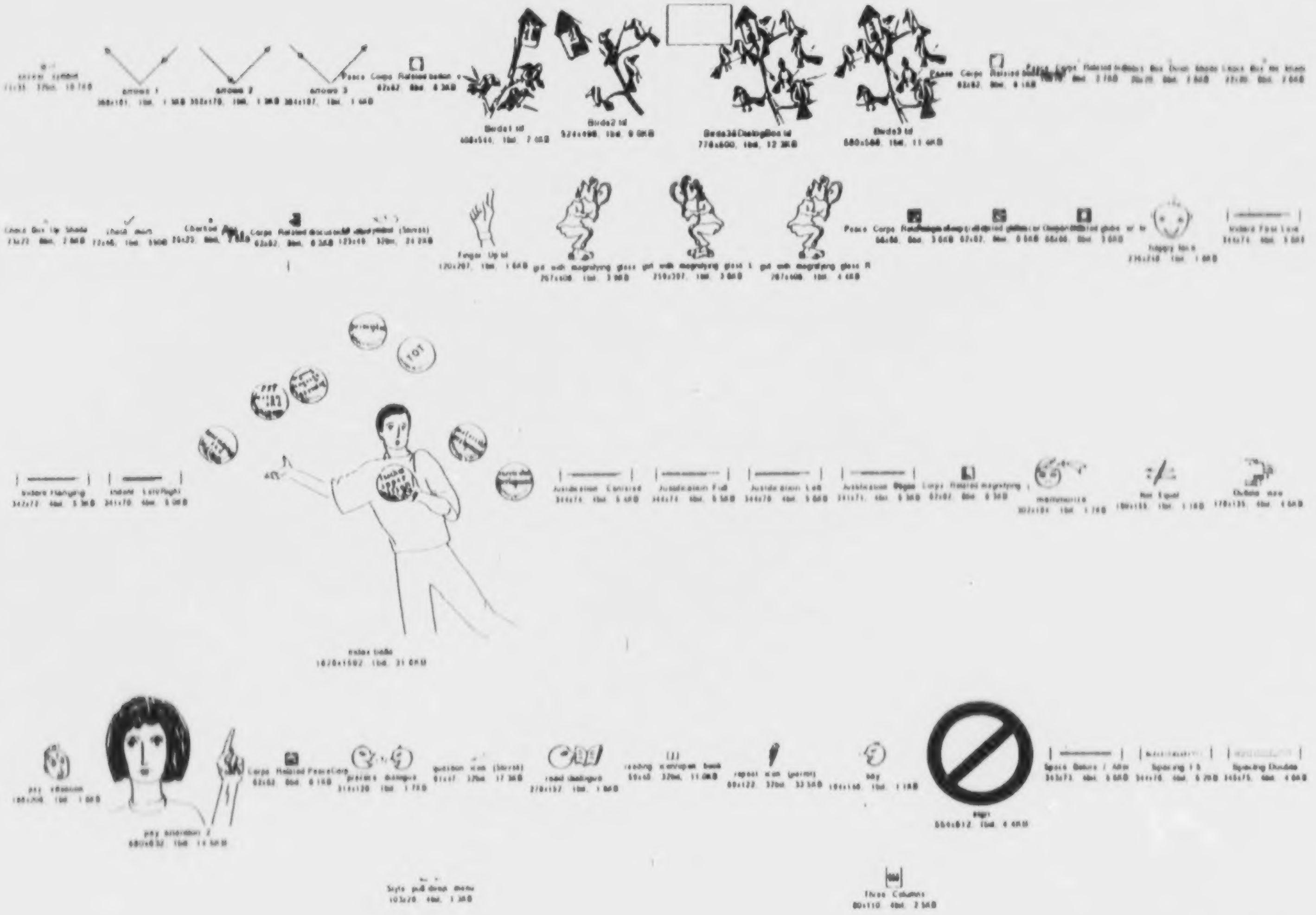
Training Resource CD ROM Pictures 3 People Portrait Pictures

Staff Portraits
201x376, 8bit
Portraits
201x375, 8bit
Misc walking man
122x146, 1bit
Misc walking woman (icon)
CR PCVs 1995 Yearbook Photos
255x300, 8bit, 88.7KB
Misc woman grooming
200x291, 1bit, 7.5KB
Misc woman with child
201x250, 1bit, 3.7KB
Misc woman with pear and apple
476x368, 1bit, 7.0KB
CR PCVs 1995 Yearbook Photos
225x300, 8bit
ARCE Report CR Vs
200x375, 8bit, 98.5KB
CR PCVs 1995 Yearbook Photos Young
8bit, 38.7KB
Misc young woman
267x1060, 1bit, 17.3KB
CR Staff Portraits Zbynek
201x376, 8bit, 93.6KB

Participant Pictures Participant pictures Zoya Lubenova
230x214, 16bit, 96.8KB

Participant Pictures Participant pictures Zuhra Urazbaeva
370x260, 16bit, 123.9KB

Training Resource CD-ROM Pictures: 4 TextMarkers checkboxes,arrws


arrows 1
arrows 2
arrows 3
Birds1.tif
Birds2.tif
Birds3&DialogBox.tif
Birds3.tif
Check Box Up Shade
check mark
Checked Box
Finger Up.tif
girl with magnifying glass
girl with magnifying glass L
girl with magnifying glass R
happy face
Indent First Line
Indent Hanging
Indent Left/Right
Justification Centered
Justification Full
Justification Left
Not Equal
pay attention
pay attention 2
read dialogue
key
sign
Space Before / After
Spacing 1.5
Spacing Double
Style pull-down menu
Three Columns

Training Resource CD ROM · Pictures · 4 TextMarkers checkboxes arrws

Professional Talk
Transmediation
Proofreading Skills
Skills
Technical language
Advanced Grammar

wheel
1020x1270, 1bit, 32.2KB

[illegible]
98x46, 32bit, 10.7KB

Wise Crow1
624x392, 1bit, 3.6KB

Wise Crow2
647x428, 1bit, 3.6KB

Wise Crow3
604x400, 1bit, 4.6KB

Wise Crow4
550x592, 1bit, 4.8KB

Wise Crows Two
1232x500, 1bit, 8.9KB

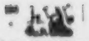
slide down
137x112, 1bit, 953B

slide man (pen)
51x77, 32bit, 15.5KB

Training Resource CD ROM Pictures Country Specific Pictures

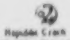
h Republic Czech Money 1
90x92, 8bit, 10.8KB

Republic Czech Money 10
138x137, 8bit, 21.7KB


Republic Czech Money 100
326x181, 8bit, 64.8KB

Republic Czech Money 10
373x179, 8bit, 69.0KB

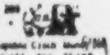
Romania Moldova 1st time to school (Rom)
1190x470, 1bit, 17.4KB


Czech Republic Czech Money 2
99x100, 8bit, 10.6KB

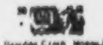
Czech Republic Czech PST Photos 2 PCTs
453x288, 8bit, 111.0KB

h Republic Czech Money 2
40.0KB

Republic Czech Money 20
151x151, 8bit, 25.5KB

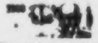

Republic Czech Money 200
343x157, 8bit, 56.1KB

Czech Republic Czech Money
116x115, 8bit, 15.6KB


ch Republic Czech Money 20
319x149, 8bit, 40.9KB

Republic Czech Money 50
181x181, 8bit, 36.5KB

Republic Czech Money 500
343x157, 8bit, 56.1KB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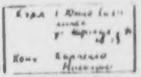
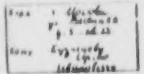
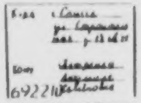
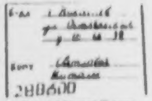

Russia Address1 Russian
692x318, 1bit, 5.1KB

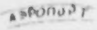

Russia Address2 Russian
692x320, 1bit, 5.6KB



Russia Address3 Russian
678x437, 1bit, 7.2KB



Russia Address4 Russian
643x427, 1bit, 7.1KB



Russia Aeroport id
432x136, 1bit, 1.6KB

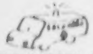
Africa Af family eating from bowl
620x524, 1bit, 8.7KB

Africa African community
1214x821, 1bit, 26.4KB

Africa African family
1112x802, 1bit, 15.6KB

Africa African village
1276x854, 1bit, 22.8KB

Africa African women
1076x590, 1bit, 17.2KB


Romania Moldova ambulance (Rom
385x232, 1bit, 2.6KB

Russia Apartment block russian
837x643, 1bit, 8.8KB

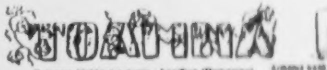
Armenia Armenian food
632x254, 1bit, 7.6KB

Armenia Armenian pastry
601x299, 1bit, 4.3KB

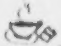
Armenia Armenian wine
1012x356, 1bit, 10.2KB

Romania Moldova at school (Romanian)
1216x566, 1bit, 18.6KB

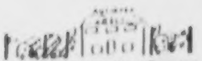
Armenia AUA (Armenia)
480x450, 1bit, 6.7KB

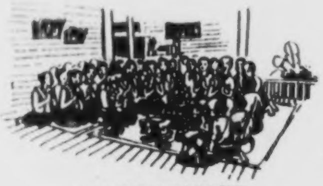

Romania Moldova autumn - headline (Romanian)
1184x270, 1bit, 15.3KB

Armenia bank entrance (Armen
340x240, 1bit, 3.2KB


Republic Czech Specific Pictures black cof
228x210, 1bit, 3.7KB

Czech Republic Czech PST Photos boy ...
270x356, 8bit, 96.6KB


Romania Moldova bus station (Romanian)
678x242, 1bit, 8.6KB

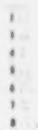

Laos household praying before dinner
1382x800, 1bit, 46.8KB

Romania Moldova buying bus ticket (Romanian)
692x606, 1bit, 11.2KB

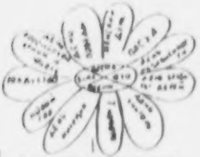
Romania Moldova buying ticket (Romanian)
1256x572, 1bit, 22.1KB

Training Resource CD ROM Pictures Country Specific Pictures

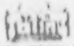
Laos by buddhist monastery [illegible]
970x1181, 1bit, 10.8KB


Czech Republic Czech Specific Pictures
472x590, 8bit, 150.2KB

Czech Republic Czech Specific Pictures Calendar of N
472x590, 8bit, 158.6KB

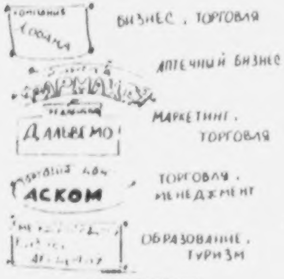

Russia Celebration Calendar russian
856x608, 1bit, 16.7KB

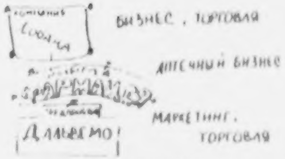
Sri Lanka Ceylon woman
616x607, 1bit, 12.7KB

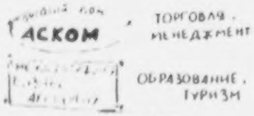

Armenia cinema entrance (Armenian)
314x196, 1bit, 2.2KB

Africa collective of African women
1124x594, 1bit, 10.6KB

Africa collective of African women 2
974x680, 1bit, 19.1KB


БИЗНЕС, ТОРГОВЛЯ
АПТЕЧНЫЙ БИЗНЕС
ДАЛЬВЕМО
МАРКЕТИНГ, ТОРГОВЛЯ
АСКОМ
ТОРГОВЛЯ, МЕНЕДЖМЕНТ
ОБРАЗОВАНИЕ, ТУРИЗМ
Russia Companies russian
1240x1206, 1bit, 28.3KB


БИЗНЕС, ТОРГОВЛЯ
АПТЕЧНЫЙ БИЗНЕС
ДАЛЬВЕМО
МАРКЕТИНГ, ТОРГОВЛЯ
Russia Companies1 russian
1231x890, 1bit, 17.3KB


АСКОМ
ТОРГОВЛЯ, МЕНЕДЖМЕНТ
ОБРАЗОВАНИЕ, ТУРИЗМ
Russia Companies2 russian
1104x501, 1bit, 11.8KB

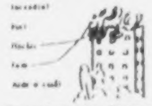
Romania Moldova curiculum
307x202, 1bit, 3.4KB

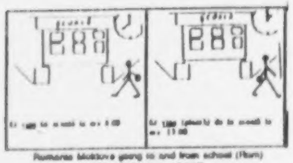
Armenia dialogue on Korovka street
1310x770, 1bit, 27.9KB

Armenia drinking tea in Armenia
1224x1238, 1bit, 81.4KB

Czech Republic Czech PS1 Photos [illegible]
642x337, 8bit, 120.4KB

Laos festive procession in Laos
1312x856, 1bit, 56.2KB


Romania Moldova bio (Romanian)
582x444, 1bit, 7.8KB


Romania Moldova going to and from school (Rom)
1224x810, 1bit, 10.0KB

Russia Happy Days Russian
1304x840, 1bit, 23.1KB

Africa hard work of African women
1130x802, 1bit, 18.5KB

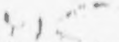
Armenia hotel (Armenia)
485x300, 1bit, 6.8KB

Romania Moldova in town (Romanian)
1180x880, 1bit, 28.4KB

Romania Moldova desks [illegible] modern school (Rom)
908x866, 1bit, 14.7KB

Armenia journal Armenian
201x212, 1bit, 2.8KB

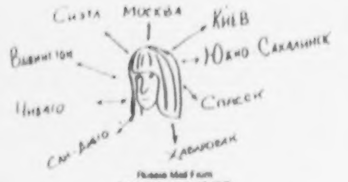
Czech Republic Czech Specific Pictures
342x145, 1bit, 3.6KB

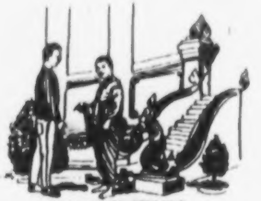

Czech Republic Czech Specific Pictures
623x215, 1bit, 3.8KB

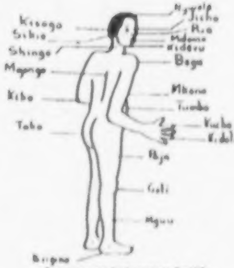
Czech Republic Czech PST Photos Language teachers
620x375, 8bit, 170.8KB

Czech Republic Czech PST Photos Language teachers
880x650, 8bit, 233.6KB

Laos Laos greengrocer
1344x1032, 1bit, 44.1KB

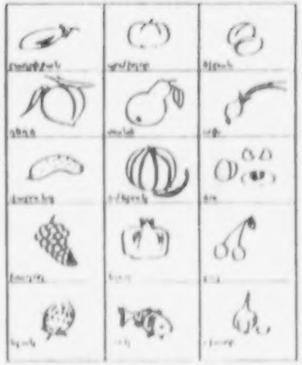

Сиэтл
Москва
Киев
Южно Сахалинск
Вашингтон
Спасск
Чикаго
Сан-Диего
Хабаровск
Russia Mind Form
1432x700, 1bit, 15.2KB


Laos man and buddhist monk
1184x848, 1bit, 40.8KB

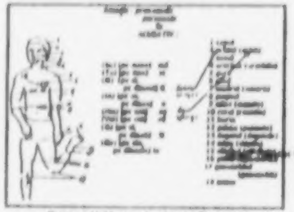

Kisogo
Sikio
Shingo
Mgongo
Kiko
Tako
Nywele
Jicho
Pua
Mdomo
Kidevu
Bega
Mkono
Tumbo
Kucha
Kidole
Paja
Goti
Mguu
Kisigino
Tanzania man body parts in Swahili
1010x1130, 1bit, 18.5KB

Laos map of Laos
1240x1648, 1bit, 54.7KB

Romania Moldova map of Moldova
1200x1002, 1bit, 30.7KB



Armenia names of foods (Armenian)
1290x1505, 1bit, 37.5KB



Romania Moldova parts of body (Romanian)
1223x896, 1bit, 20.8KB

Czech PST Photos PCT
404x351, 8bit, 101.6KB

Czech PST Photos PCT

Czech PST Photos PCT
342x375, 8bit, 103.6KB

Czech PST Photos PCT

Czech PST Photos PCT Picking up
365x340, 8bit, 81.6KB

Czech Republic Czech PST Photos PCT playing the guitar
383x520, 8bit, 164.1KB

Czech PST Photos PCT using
107x105, 8bit, 10.6KB

Czech Republic Czech PST Photos PCTs
375x320, 8bit, 119.5KB

Czech PST Photos PCTs
600x375, 8bit, 180.4KB

Czech PST Photos PCTs

Czech PST Photos PCTs
630x390, 8bit, 121.4KB

Czech PST Photos PCTs

Czech Republic Czech PST Photos PCTs group photo
386x310, 8bit, 151.0KB

Czech PST Photos PCTs
215x130, 8bit, 24.3KB

Czech Republic Czech PST Photos PCTs
330x381, 8bit, 80.6KB

Czech Republic Czech PST Photos PCTs on culture bus
305x150, 8bit, 151.0KB

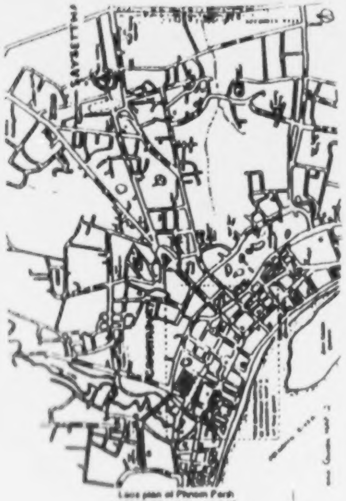
Czech Republic Czech PST Photos PCTs during old Czech
285x320, 8bit, 93.6KB

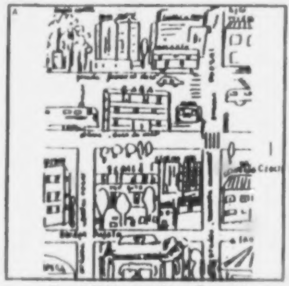
Czech Republic Czech PST Photos PCTs welcomed w/ salt and bread
325x530, 8bit, 164.1KB

Czech Republic Czech PST Photos PCTs banner: What US means to me
413x335, 8bit, 137.1KB

Romania Moldova phone assignment (Romanian)
642x332, 1bit, 3.0KB

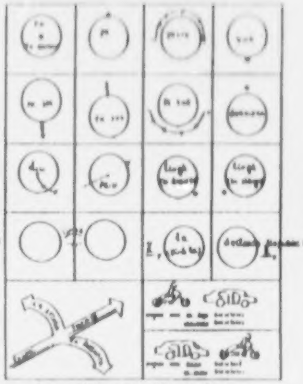
Training Resource CD ROM Pictures Country Specific Pictures


Less plan of Phnom Penh
1469x2005, 1bit, 116.6KB


Romania Moldova plan of town (Romanian)
1232x1220, 1bit, 48.6KB

Czech Republic Czech Specific Pictures)
338x181, 1bit, 3.6KB

Romania Moldova police (Romanian)
508x356, 1bit, 4.6KB

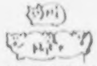

Romania Moldova prep. of direction (Romanian)
1236x1052, 1bit, 42.2KB

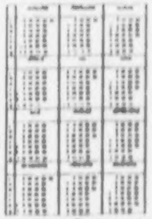
Republic Czech PST Photos Project Director
464x376, 8bit, 66.6KB

ch Republic Czech PST Photos Republic
673x381, 8bit, 236.4KB

Czech PST Photos PST
606x270, 8bit, 142.0KB

Armenia questions (Armenian)
1bit, 3.9KB


Armenia questions (Armenian)
604x272, 1bit, 3.7KB


Romania Moldova Romanian calendar
650x944, 1bit, 22.6KB

Romania Moldova Romanian market
1250x839, 1bit, 37.6KB

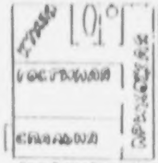
Romania Moldova Romanian small town
1352x1148, 1bit, 77.6KB

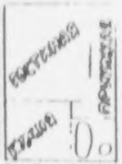
Romania Moldova Romanian village
1181x848, 1bit, 49.1KB

КООРДИНАТОР
СЕКРЕТАРЬ
Russia Russian telephone call three1
1196x348, 1bit, 9.4KB

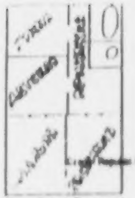
Russia Russian telephone call three2
1244x350, 1bit, 10.4KB

Russia Russian telephone call three3
1226x375, 1bit, 11.2KB


Russia Russian Plan room1
661x690, 1bit, 11.8KB

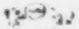

Russia Russian Plan room2
503x603, 1bit, 9.1KB

Russia Russian Plan room3
634x836, 1bit, 13.6KB

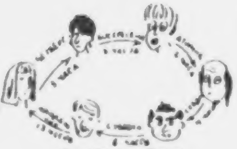

Russia Russian Plan room[illegible]
622x836, 1bit, 11.6KB

Czech Republic Czech PST Photos [illegible]
617x600, 8bit, 138.0KB

[illegible] Photos Scraping off food PSTcelebrat2
370x457, 8bit, 118.4KB

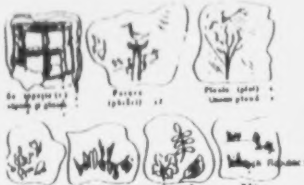

Republic Czech Specific Pictures standing at a c[illegible]
307x105, [illegible]

Czech Republic Czech PST Photos Sign in front of
131x217, 8bit, 27.4KB


Russia Su Vadore Russian
1030x625, 1bit, 16.5KB

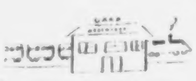
Romania Moldova sorts of food (Romanian)
1130x718, 1bit, 22.6KB

Romania Moldova spring - headline (Romanian)
1100x224, 1bit, 14.6KB

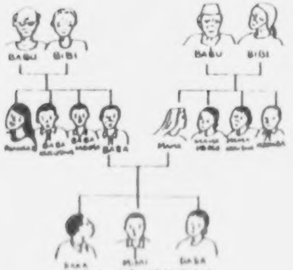

Romania Moldova spring - icons (Romanian)
1184x1004, 1bit, 30.1KB

Czech Republic Czech PST Photos Staff having a [illegible]
341x338, 8bit, 81.1KB

Czech Republic Czech PST Photos Staff a[illegible]
8bit, 29.1KB

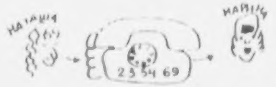

Romania Moldova station (Romanian)
812x284, 1bit, 4.6KB

Romania Moldova summer - headline (Romanian)
1124x284, 1bit, 10.9KB



Tanzania Swahili family tree
1232x1147, 1bit, 28.5KB

Armenia talking to Khorovats salesman
1274x704, 1bit, 28.7KB



Russia Telephone Call6
1170x380, 1bit, 9.1KB

Russia Telephone Call8
1104x380, 1bit, 9.1KB

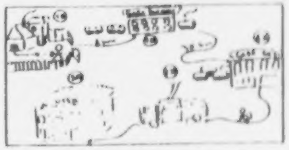
Russia Telephone Call7
1254x342, 1bit, 9.6KB

Romania Moldova three are playing (Hasm)
350x302, 1bit, 4.1KB

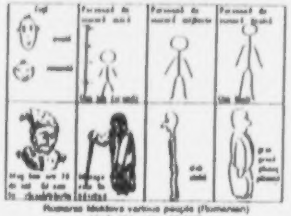
Czech Republic Czech Specific Pictures to post office
174x128, 1bit, 2.5KB

Laos town in Laos
1488x992, 1bit, 61.7KB

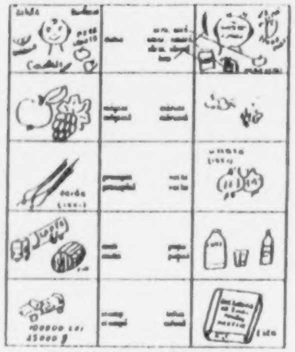
Laos types of transport in Laos
1336x1402, 1bit, 86.4KB



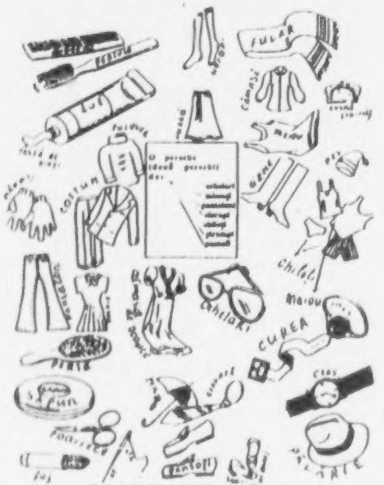
Romania Moldova using public transport (Rom)
1250x668, 1bit, 20.6KB



Romania Moldova various people (Romanian)
1217x860, 1bit, 32.7KB



Romania Moldova various Romanian words
1226x1614, 1bit, 46.3KB



Romania Moldova various things in Romanian
1600x2086, 1bit, 86.8KB

Russia Russian Business Cards Visit card Big
1184x756, 1bit, 12.8KB

Russia Russian Business Cards visit card empty
708x400, 1bit, 1.9KB

Russia Russian Business Cards visit card1
380x704, 1bit, 7.6KB

Russia Russian Business Cards visit card1 b
792x600, 1bit, 9.8KB

Russia Russian Business Cards visit card1 b2
780x600, 1bit, 8.7KB

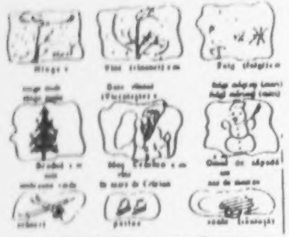
Russia Russian Business Cards visit cards 2 a
1317x827 1bit, 18.0KB

Russia Russian Business Cards visit cards 2 g
1336x912, 1bit, 19.0KB

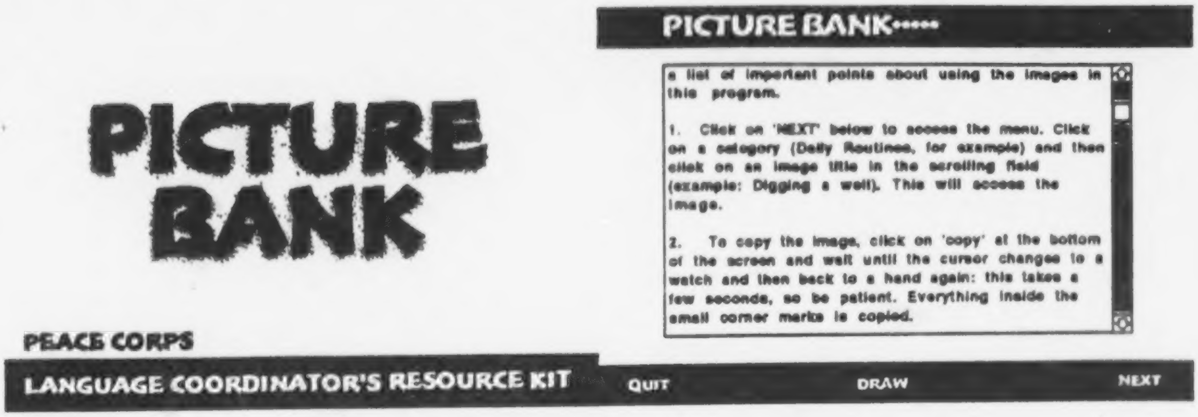
Russia Russian Business Cards visit cards 2 v
1328x840, 1bit, 17.3KB

Czech Republic Czech PST Photos Wedding
373x412, 8bit, 112.6KB

Romania Moldova winter hardware (Romanian)
916x168, 1bit, 9.0KB



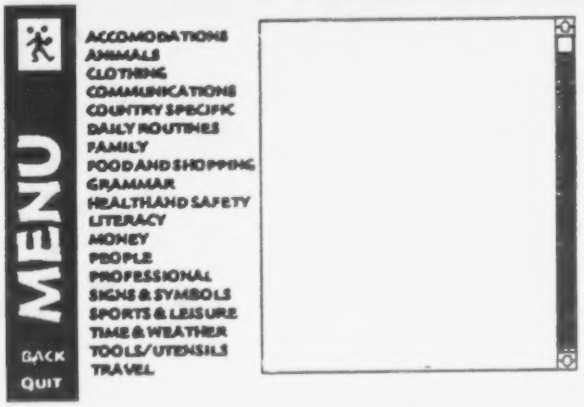
Romania Moldova winter snow (Romanian)
1184x1020, 1bit, 34.9KB

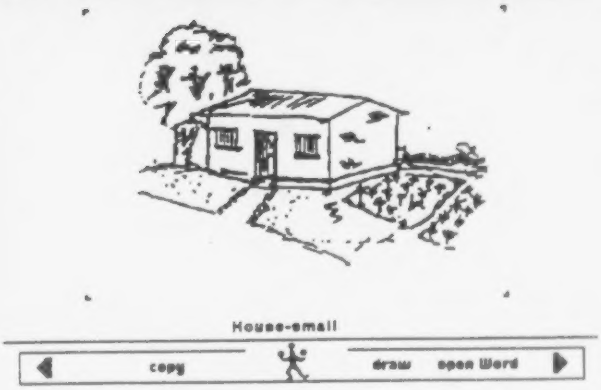

PICTURE BANK
PICTURE BANK••••••
PEACE CORPS
LANGUAGE COORDINATOR'S RESOURCE KIT
QUIT
DRAW
NEXT

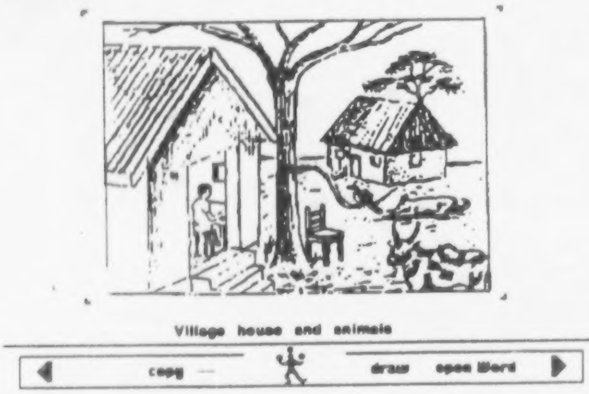
a list of important points about using the images in this program.

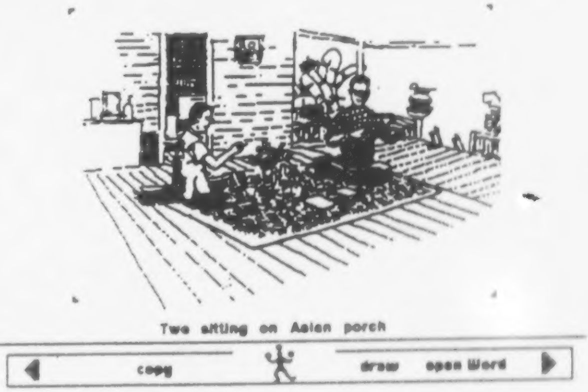
1. Click on 'NEXT' below to access the menu. Click on a category (Daily Routines, for example) and then click on an image title in the scrolling field (example: Digging a well). This will access the image.

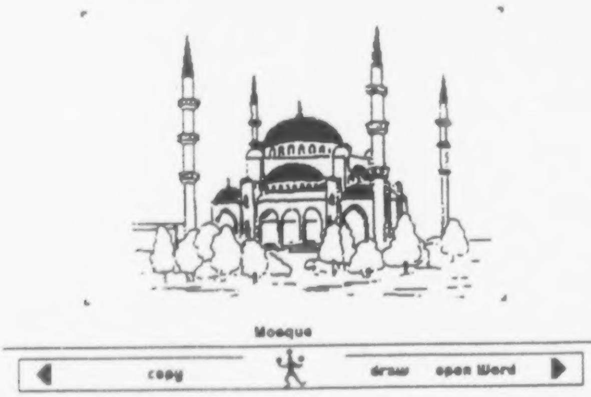
2. To copy the image, click on 'copy' at the bottom of the screen and wait until the cursor changes to a watch and then back to a hand again: this takes a few seconds, so be patient. Everything inside the small corner marks is copied.

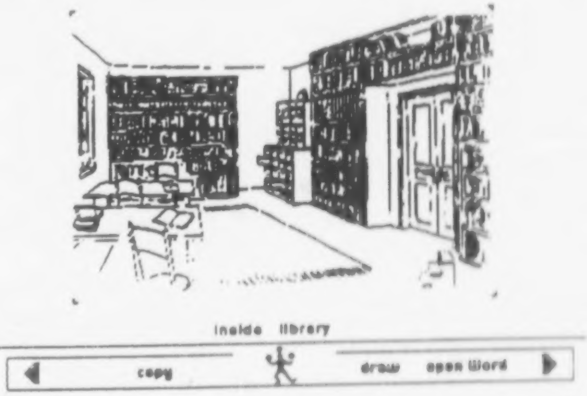

MENU
ACCOMODATIONS
ANIMALS
CLOTHING
COMMUNICATIONS
COUNTRY SPECIFIC
DAILY ROUTINES
FAMILY
FOOD AND SHOPPING
GRAMMAR
HEALTH AND SAFETY
LITERACY
MONEY
PEOPLE
PROFESSIONAL
SIGNS & SYMBOLS
SPORTS & LEISURE
TIME & WEATHER
TOOLS/UTENSILS
TRAVEL
BACK
QUIT

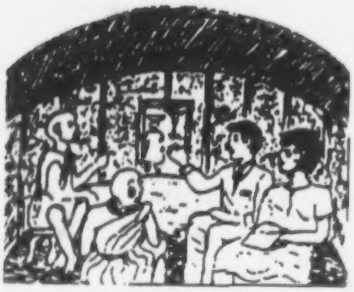

House-small
copy
draw
open Word


Village house and animals
copy
draw
open Word


Two sitting on Asian porch
copy
draw
open Word


Mosque
copy
draw
open Word

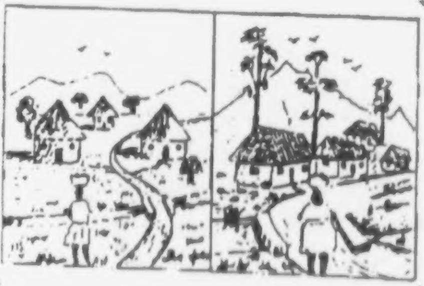

Inside library
copy
draw
open Word



Inside African house

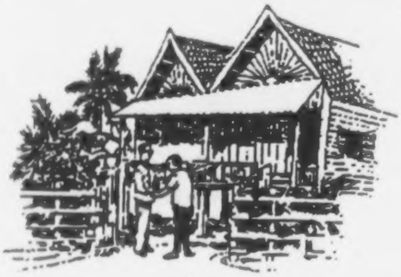
◀ copy draw open Word ▶

◀ copy draw open Word ▶



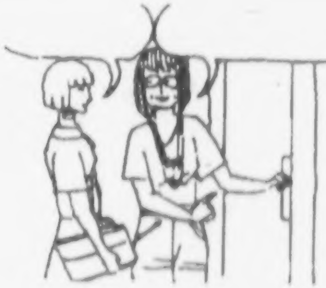
Two African Villages

◀ copy draw open Word ▶



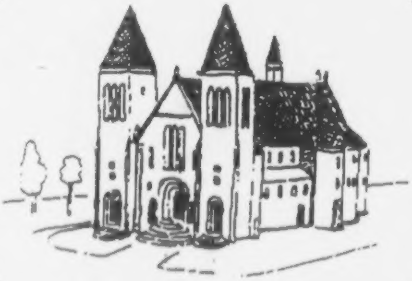
Enter please

◀ copy draw open Word ▶



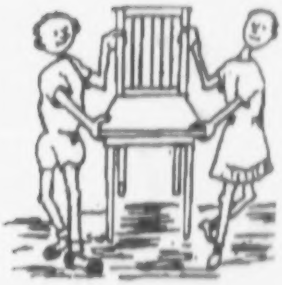
Opening the door

◀ copy draw open Word ▶



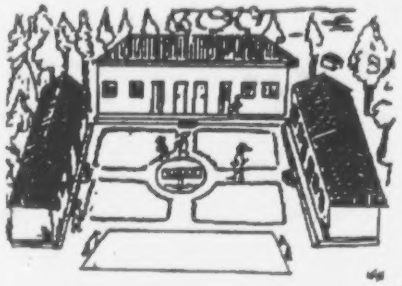
Church building

◀ copy draw open Word ▶



Carrying chair

◀ copy draw open Word ▶



School-site

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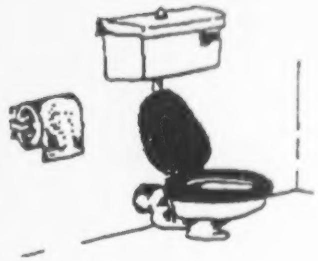
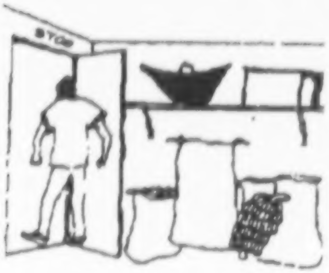


Flush toilet

◀ copy draw open Word ▶



Storage

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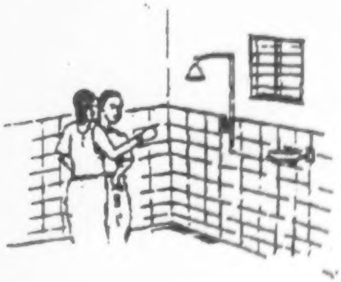
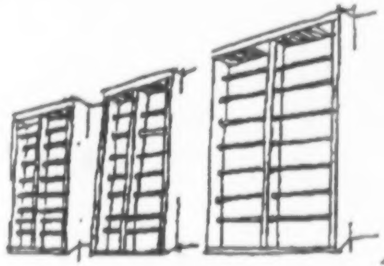


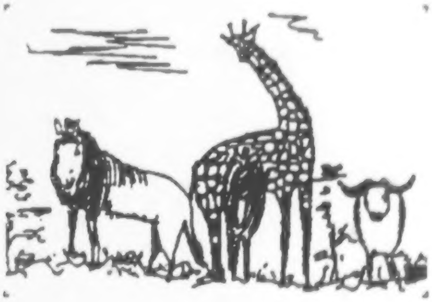
Shower stall

◀ copy draw open Word ▶



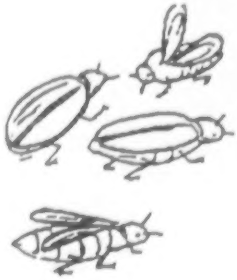
Windows-slats

◀ copy draw open Word ▶



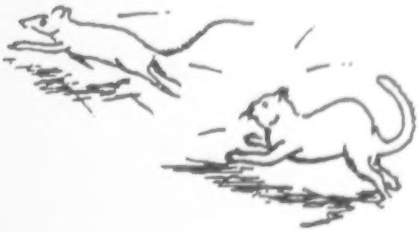
Animals-African

◀ copy draw open Word ▶



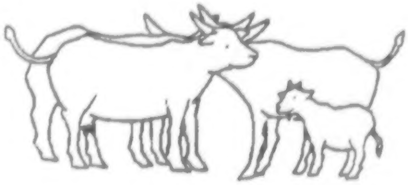
Bugs

◀ copy draw open Word ▶



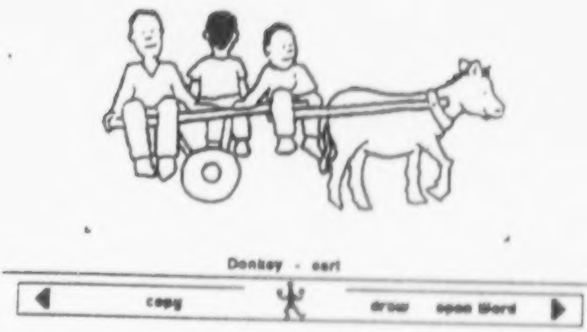
Cat and mouse

◀ copy draw open Word ▶



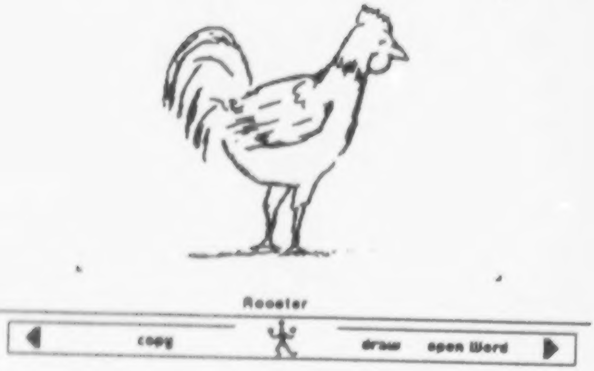
Cows and goat

◀ copy draw open Word ▶



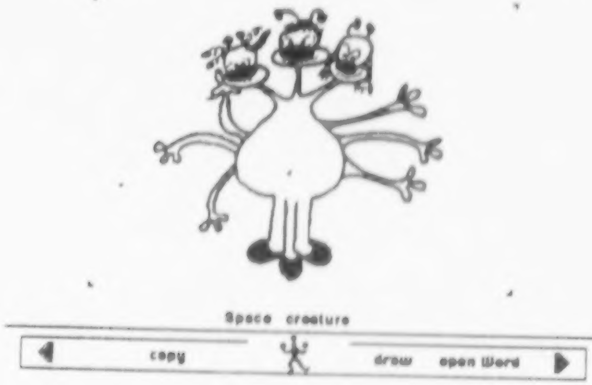
Donkey - cart

copy
draw
open Word



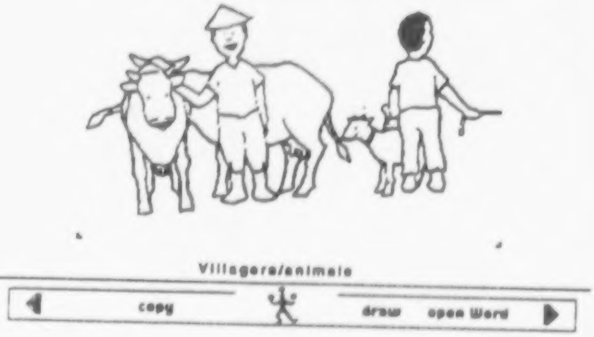
Rooster

copy
draw
open Word



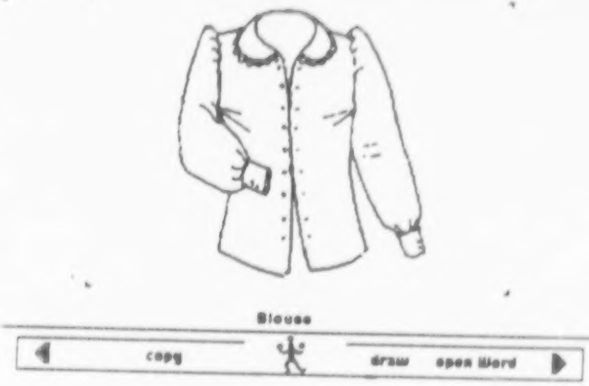
Space creature

copy
draw
open Word



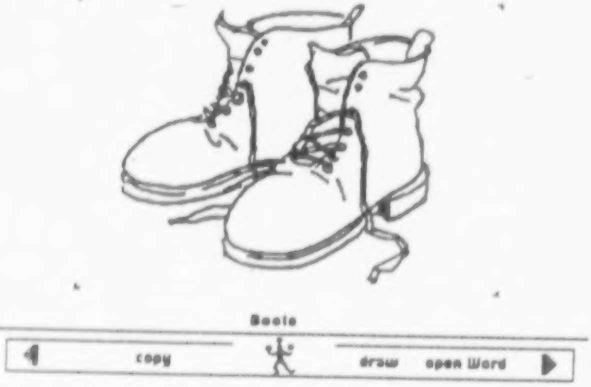
Villagers/animals

copy
draw
open Word



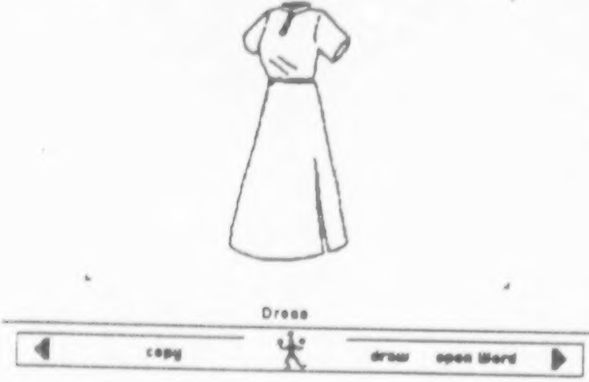
Blouse

copy
draw
open Word



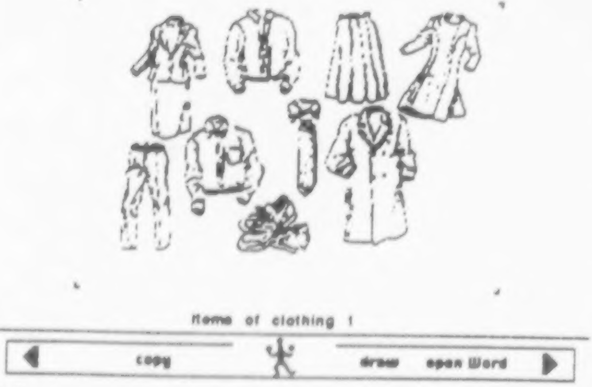
Boots

copy
draw
open Word



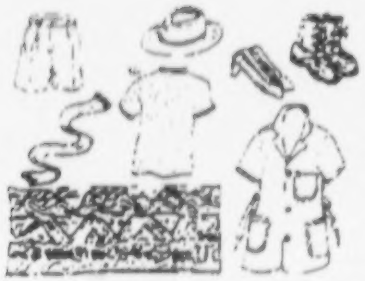
Dress

copy
draw
open Word



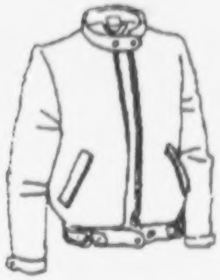
Items of clothing 1

copy
draw
open Word



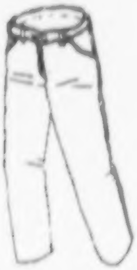
Items of clothing 2

◀ copy draw open Word ▶



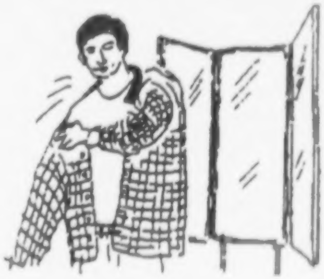
Jacket

◀ copy draw open Word ▶



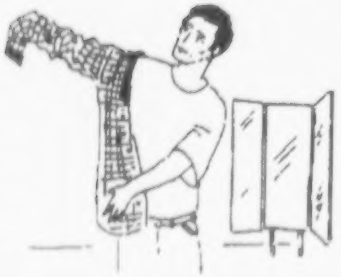
Jeans

◀ copy draw open Word ▶



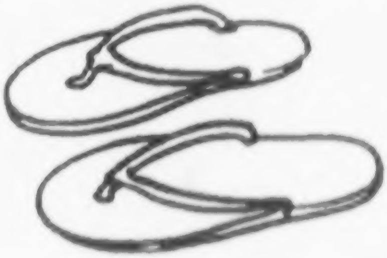
Man buying jacket 6

◀ copy draw open Word ▶



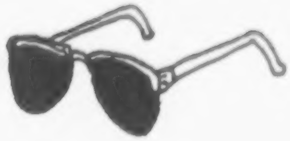
Man buying jacket 8

◀ copy draw open Word ▶



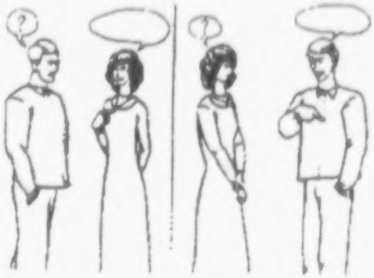
Pair of sandals

◀ copy draw open Word ▶



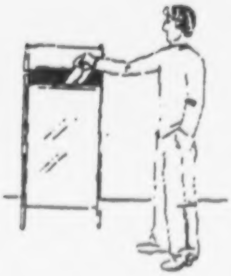
Sunglasses

◀ copy draw open Word ▶



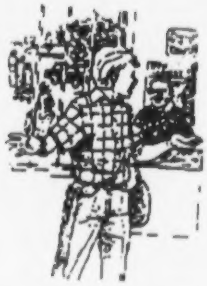
Conversation (he/she)

◀ copy draw open Word ▶



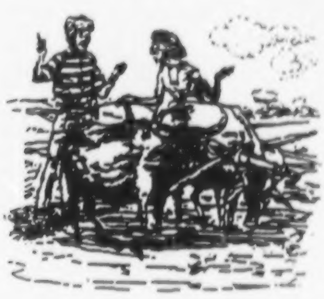
Mail a letter

◀ copy draw open Word ▶



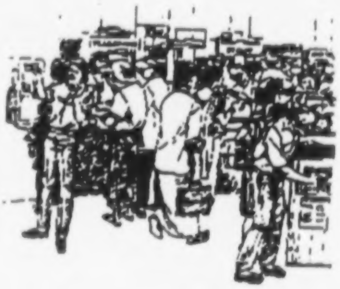
Man talking

◀ copy draw open Word ▶



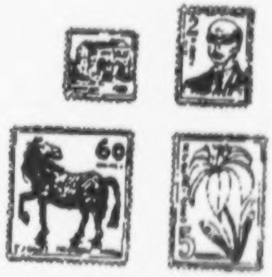
Man talking with plowman

◀ copy draw open Word ▶



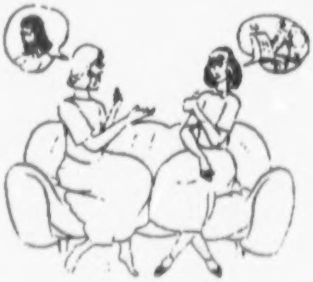
People in post office

◀ copy draw open Word ▶



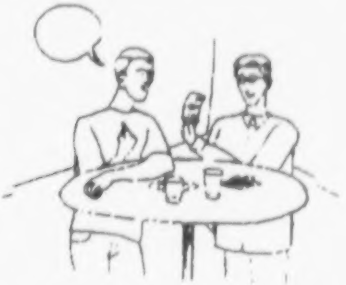
Postage stamps

◀ copy draw open Word ▶



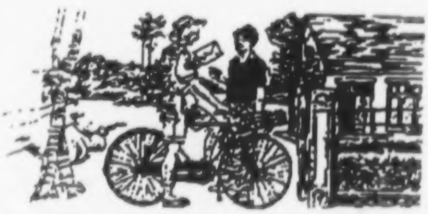
Two friends talking 1

◀ copy draw open Word ▶



Two friends talking 2

◀ copy draw open Word ▶

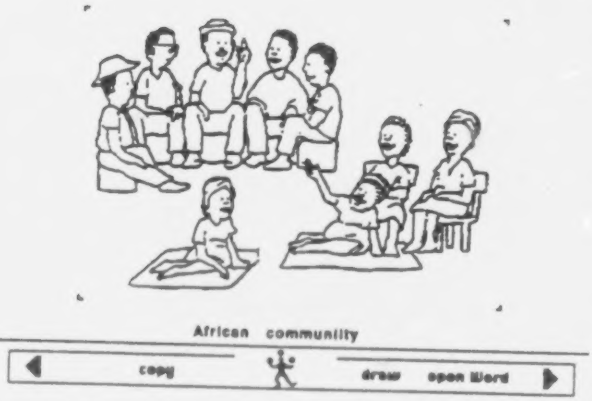


Village postman on bike

◀ copy draw open Word ▶

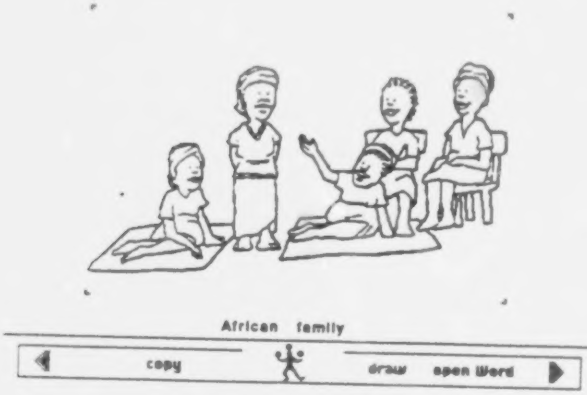
Women&man about parcel

copy
draw
open Word



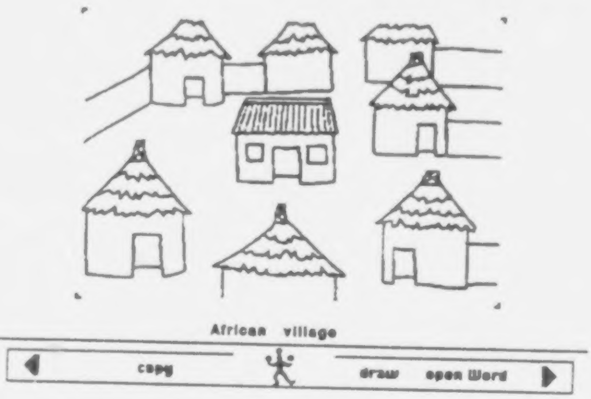
African community

copy
draw
open Word



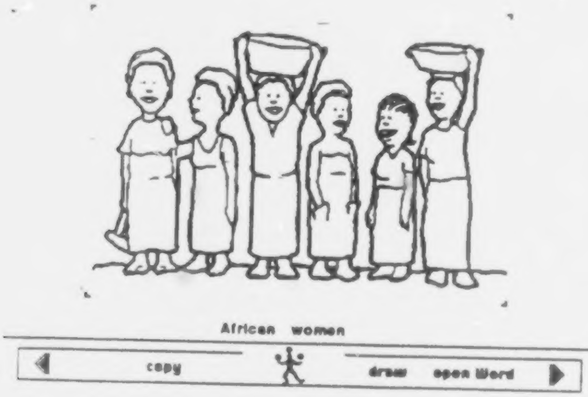
African family

copy
draw
open Word



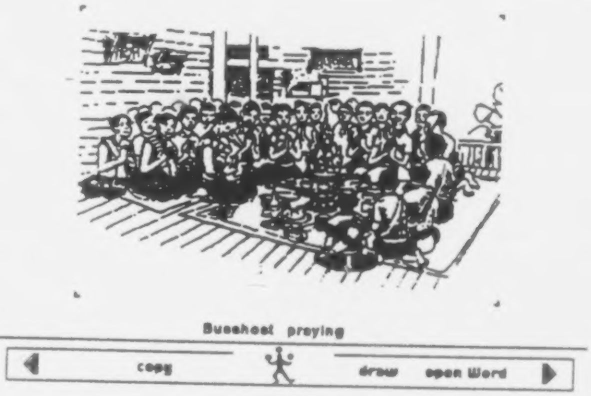
African village

copy
draw
open Word



African women

copy
draw
open Word



Busshost praying

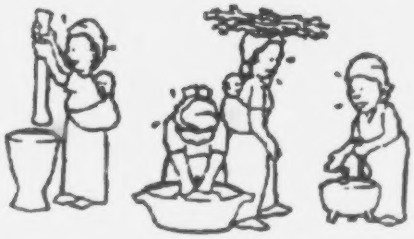
copy
draw
open Word

Drinking tea in Armenia

copy
draw
open Word

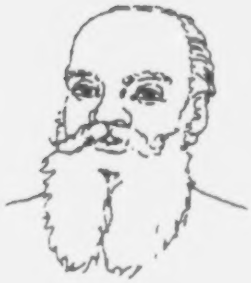
Festive procession in Laos

copy
draw
open Word



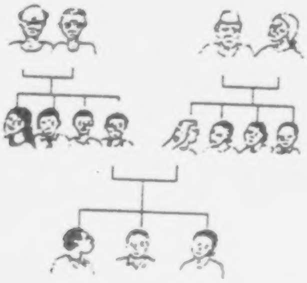
Hard work of African women

◄ copy draw open Word ►



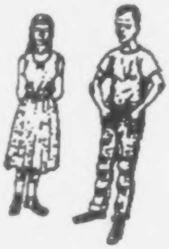
Old Indian male

◄ copy draw open Word ►



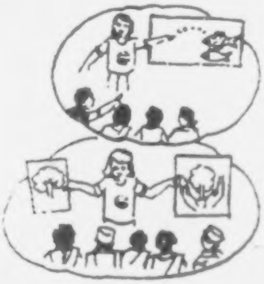
Swahili family tree

◄ copy draw open Word ►



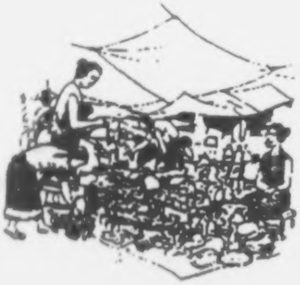
Volunteers in Africa

◄ copy draw open Word ►



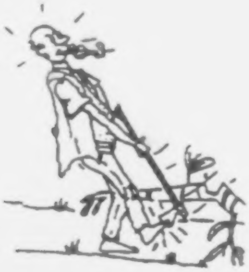
About PC projects

◄ copy draw open Word ►



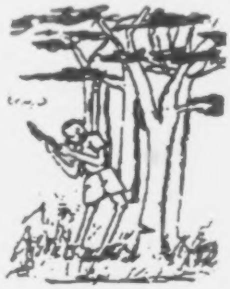
At market

◄ copy draw open Word ►



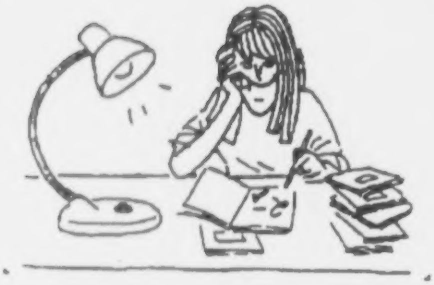
Chop-accident

◄ copy draw open Word ►



Chop-tree

◄ copy draw open Word ►



Correcting Dictations

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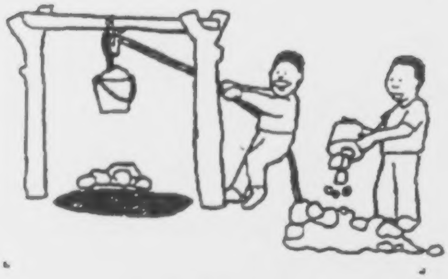
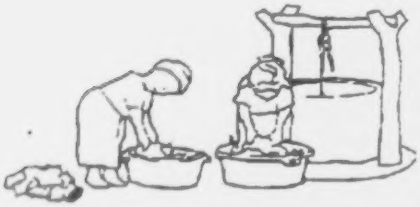


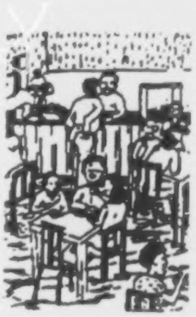
Digging a well

◀ copy draw open Word ▶



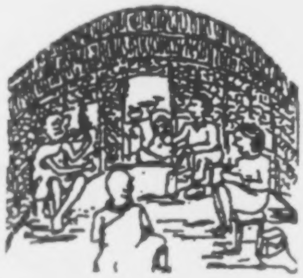
Hand-washing

◀ copy draw open Word ▶



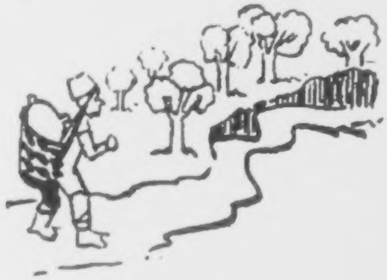
In-cafe

◀ copy draw open Word ▶



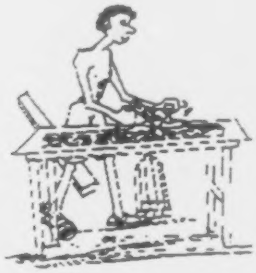
Interview-inside

◀ copy draw open Word ▶



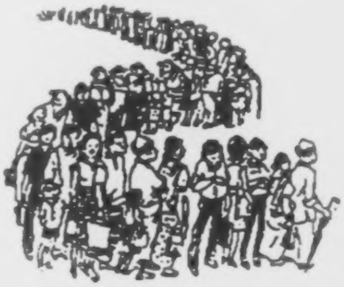
Man carrying basket

◀ copy draw open Word ▶



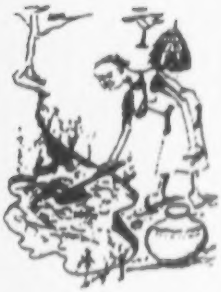
Plane-carpenter

◀ copy draw open Word ▶



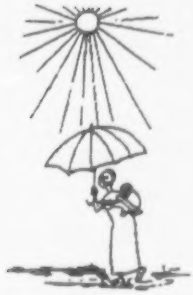
Queue

◀ copy draw open Word ▶



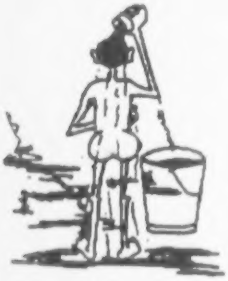
Scoop-water

◀ copy draw open Word ▶



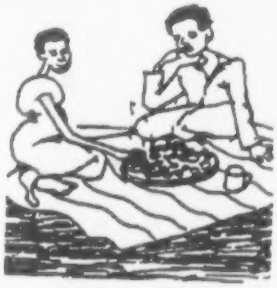
Shade-umbrella

◀ copy draw open Word ▶



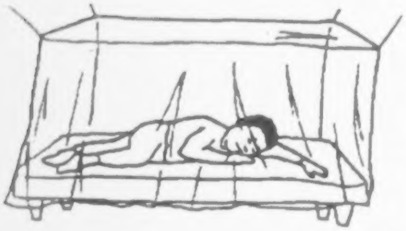
Shower-can

◀ copy draw open Word ▶



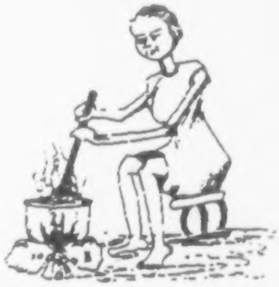
Sit-pair

◀ copy draw open Word ▶



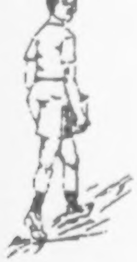
Sleeping with mosquito net

◀ copy draw open Word ▶



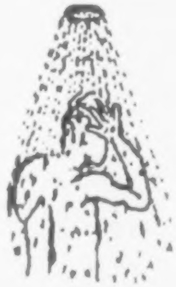
Stir-pot

◀ copy draw open Word ▶



Student walking

◀ copy draw open Word ▶



Taking shower

◀ copy draw open Word ▶

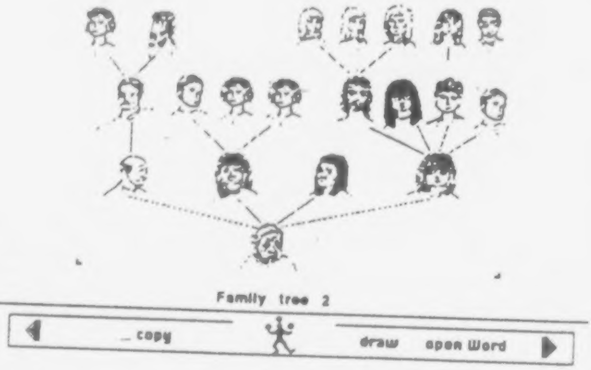
copy
draw
open Word

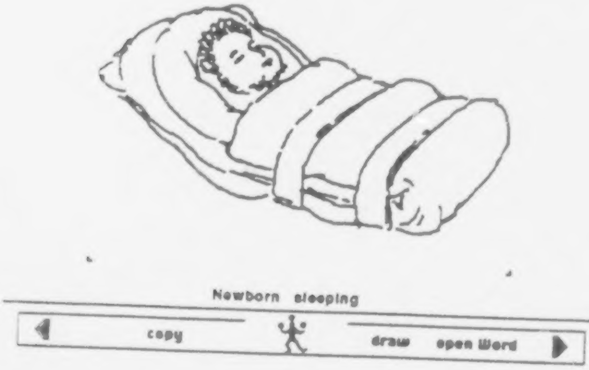
Woman drawing water
copy
draw
open Word

Women preparing fruits
copy
draw
open Word

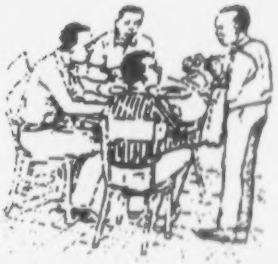
Women watering patches
copy
draw
open Word

Family eating around table
copy
draw
open Word


Family tree 2
copy
draw
open Word

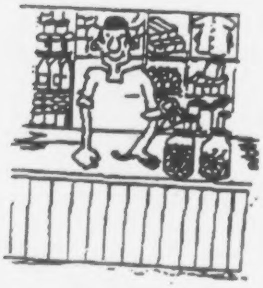

Newborn sleeping
copy
draw
open Word

Younger people & children
copy
draw
open Word



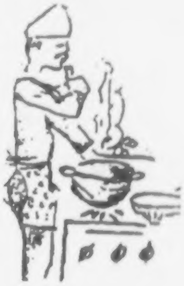
African waiter

copy
draw
open Word



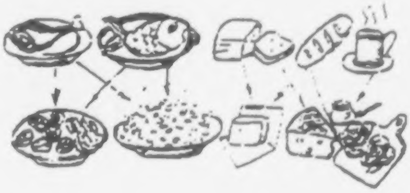
Clerk at store

copy
draw
open Word



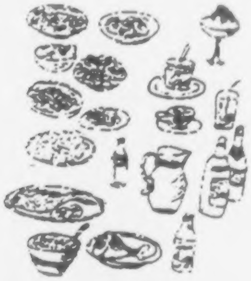
Cooked-burned finger

copy
draw
open Word



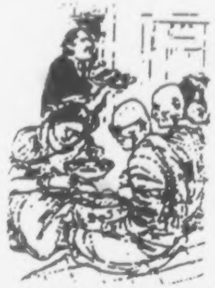
European food

copy
draw
open Word



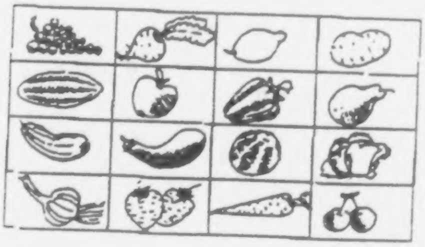
Food and drinks on menu

copy
draw
open Word



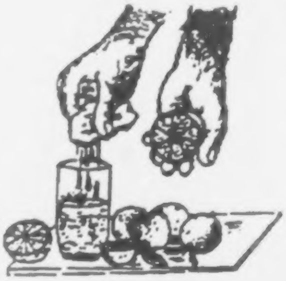
Food offer to monks

copy
draw
open Word



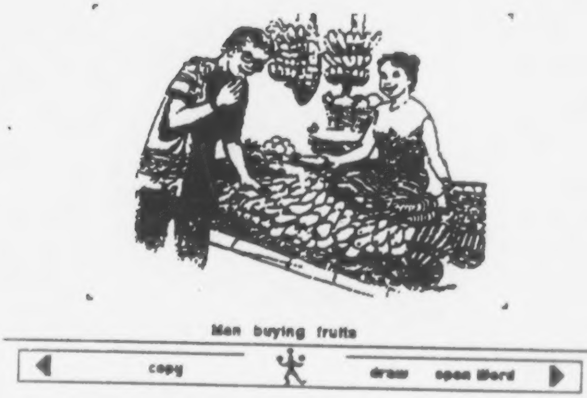
Fruits and vegetables

copy
draw
open Word



Lemons-squeeze

copy
draw
open Word


Men buying fruits
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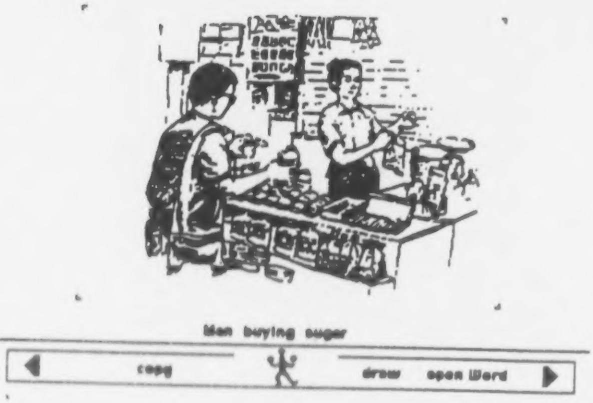
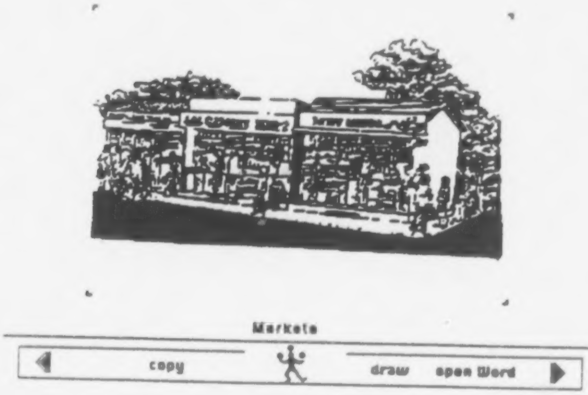
draw
open Word


Men buying sugar
copy
draw
open Word


Markets
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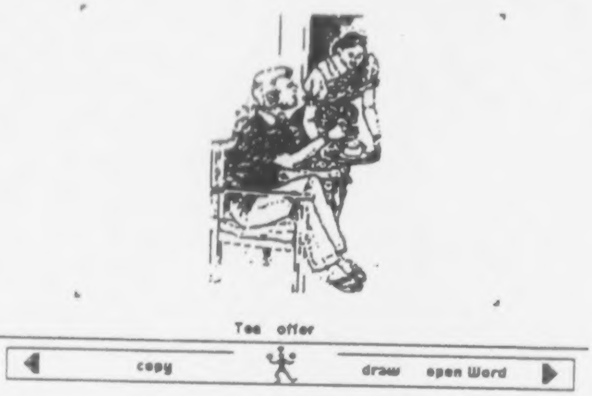
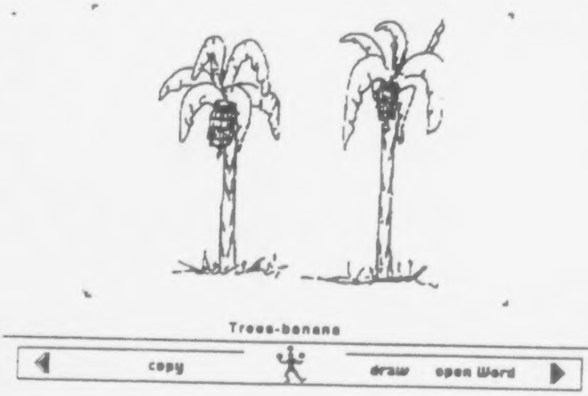
draw
open Word


Tea offer
copy
draw
open Word


Trees-banana
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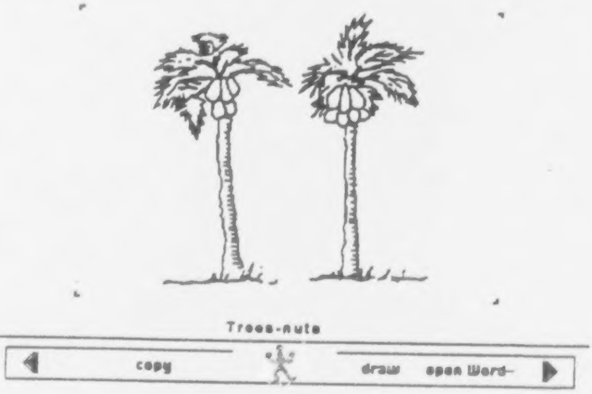
draw
open Word


Trees-nuts
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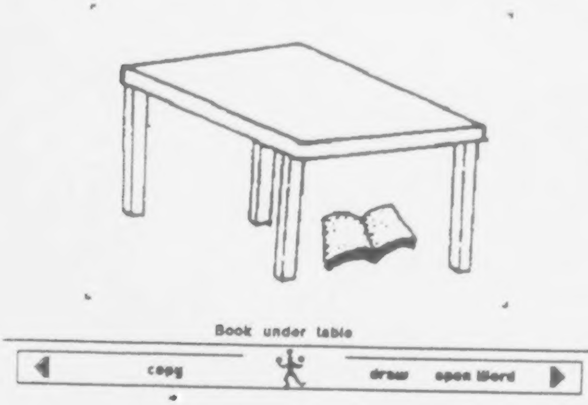
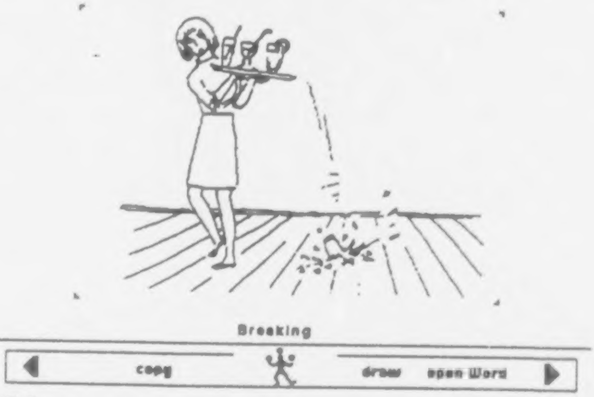
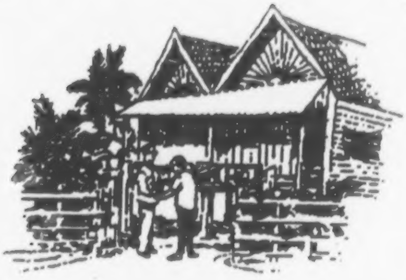
draw
open Word


Book under table
copy
draw
open Word


Breaking
copy
draw
open Word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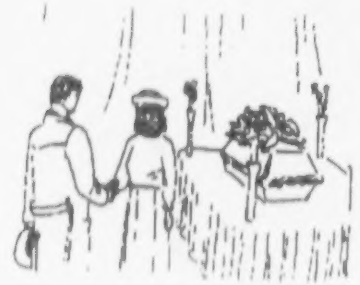
open Word

Enter please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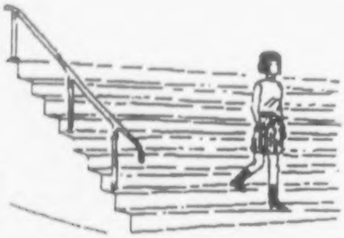
draw
open Word

Expressing condolences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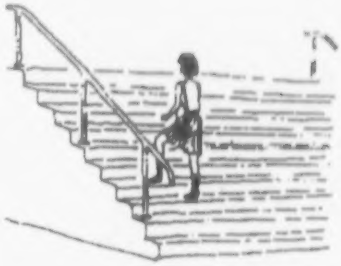
open Word

Going down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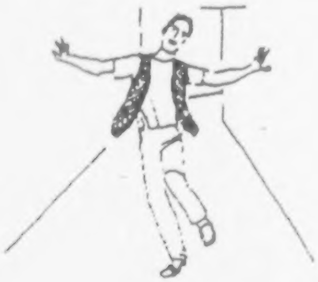
Going up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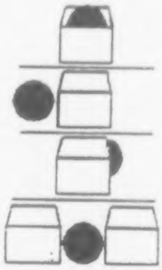
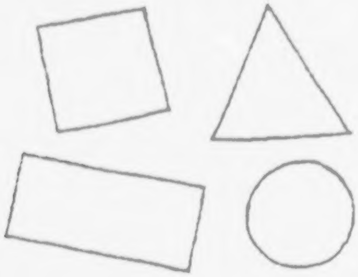
open Word

Happy


copy
draw
open Word

Preposition-ball and box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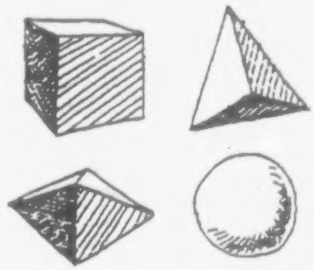
open Word

Shapes 1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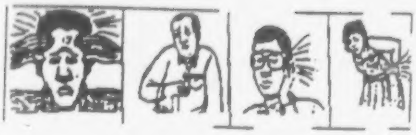
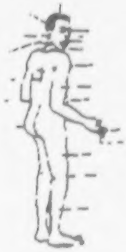
Shapes 2



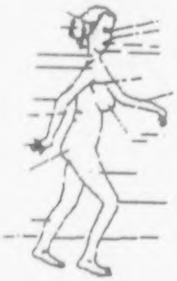
Ailing people

◀ copy draw open Word ▶



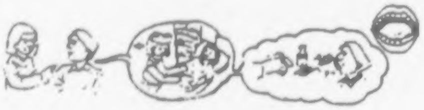
Body parts - men

◀ copy draw open Word ▶



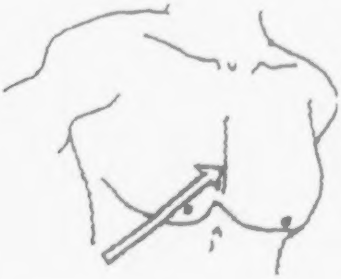
Body parts - women

◀ copy draw open Word ▶



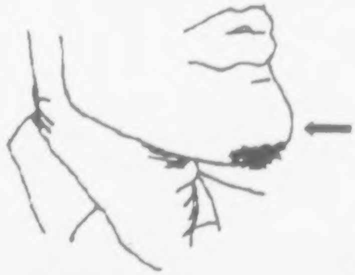
Boy and girl-health care

◀ copy draw open Word ▶



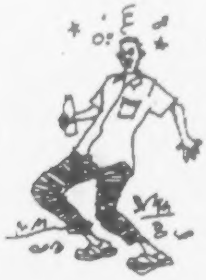
Chest

◀ copy draw open Word ▶



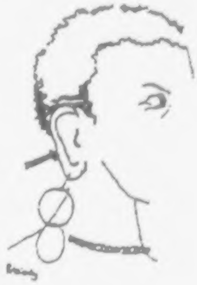
Chin

◀ copy draw open Word ▶



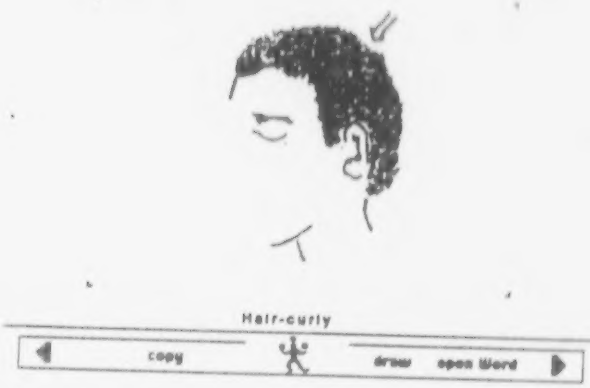
Drunk man

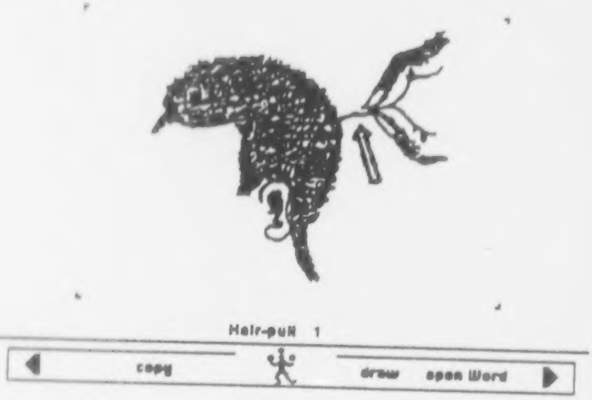
◀ copy draw open Word ▶

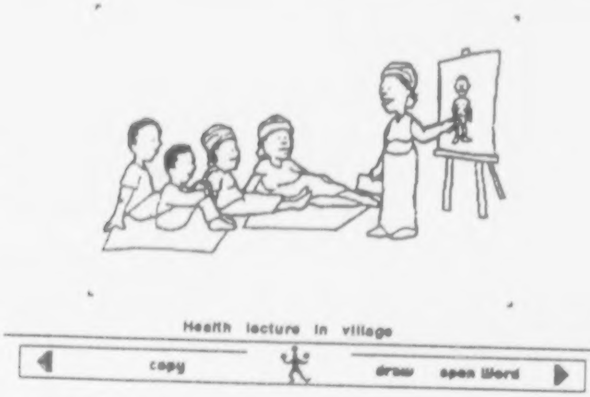


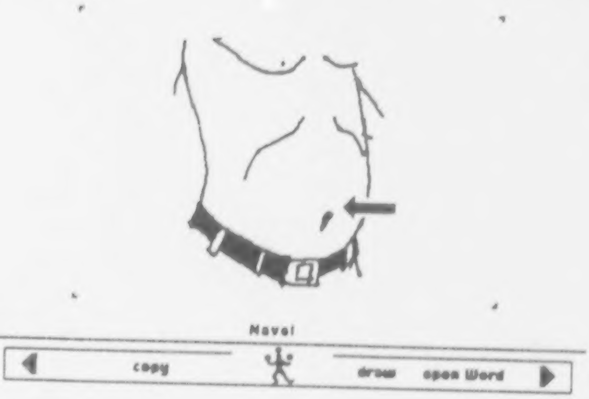
Ear-woman

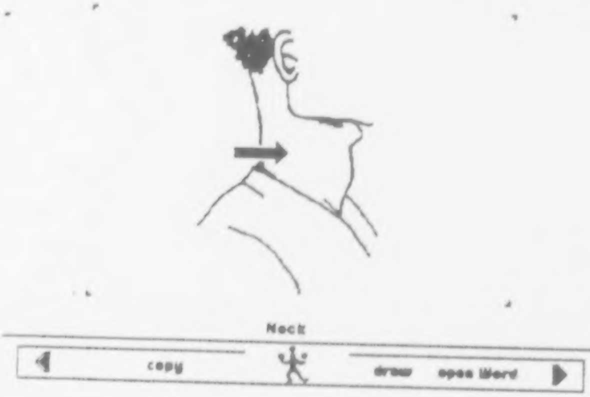
◀ copy draw open Word ▶

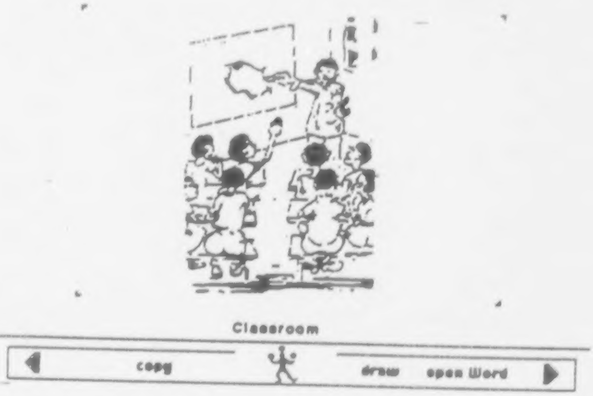

Hair-curly
copy
draw
open Word

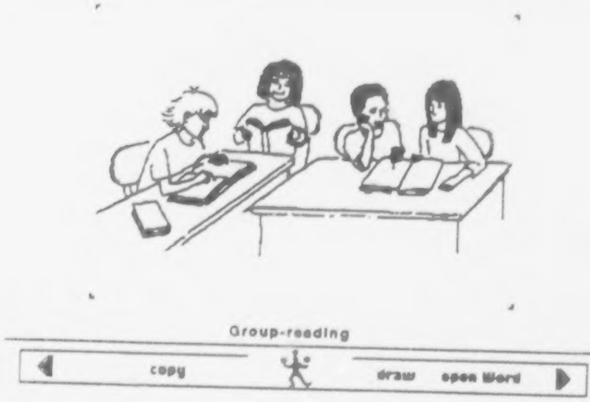

Hair-pull 1
copy
draw
open Word

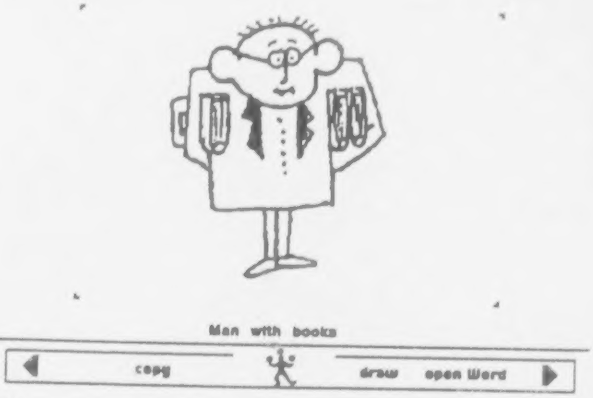

Health lecture in village
copy
draw
open Word

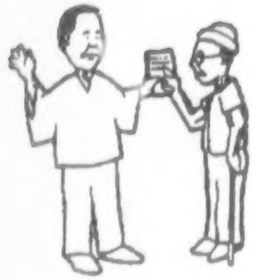

Navel
copy
draw
open Word


Neck
copy
draw
open Word


Classroom
copy
draw
open Word

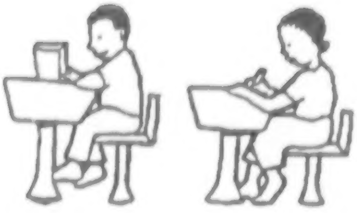

Group-reading
copy
draw
open Word


Man with books
copy
draw
open Word



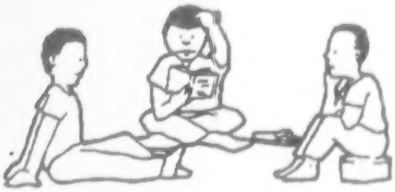
Old man -read

◀ copy draw open Word ▶



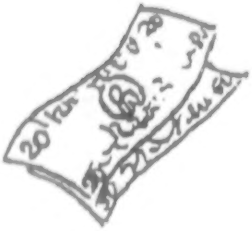
Read/write

◀ copy draw open Word ▶



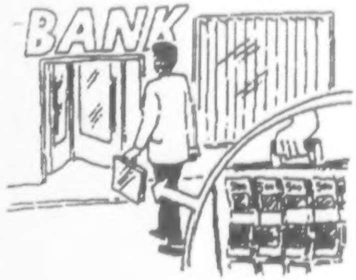
Three-book

◀ copy draw open Word ▶



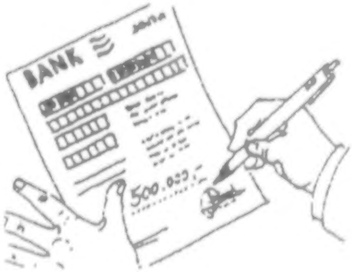
Banknotes

◀ copy draw open Word ▶



Bringing money to bank 1

◀ copy draw open Word ▶



Bringing money to bank 2

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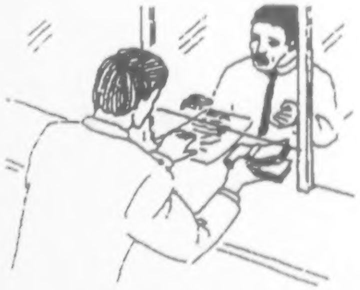
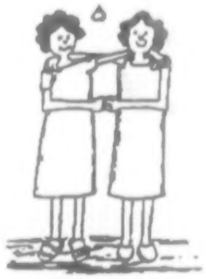


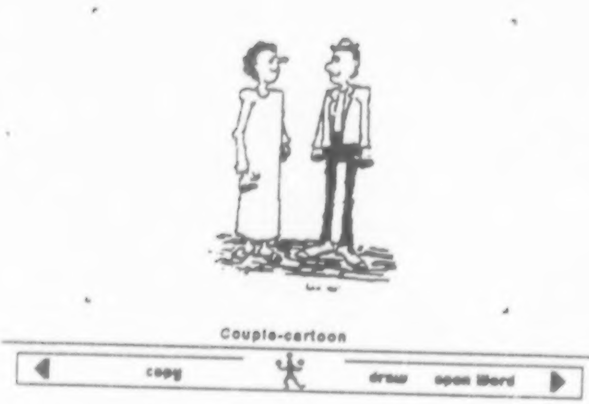
Bringing money to bank 3

◀ copy draw open Word ▶



Arm-in-arm

◀ copy draw open Word ▶



Couple-cartoon

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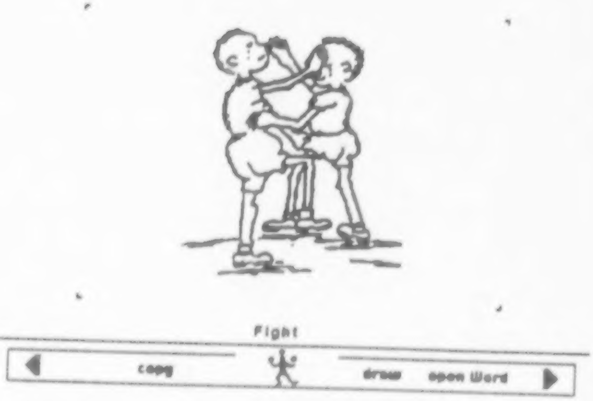
draw
open Word



Fight

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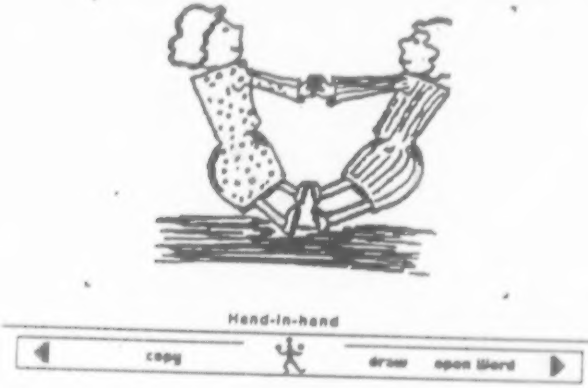
draw
open Word



Hand-in-hand

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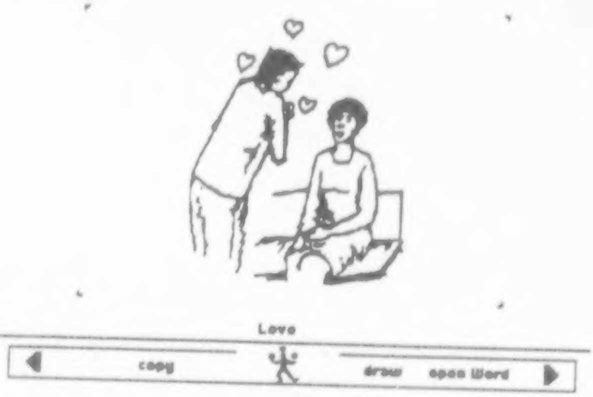
draw
open Word



Love

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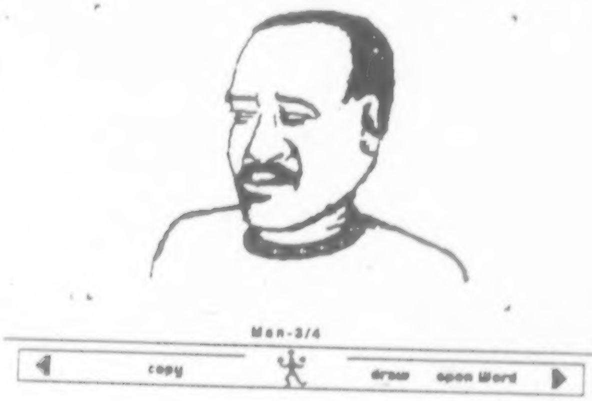
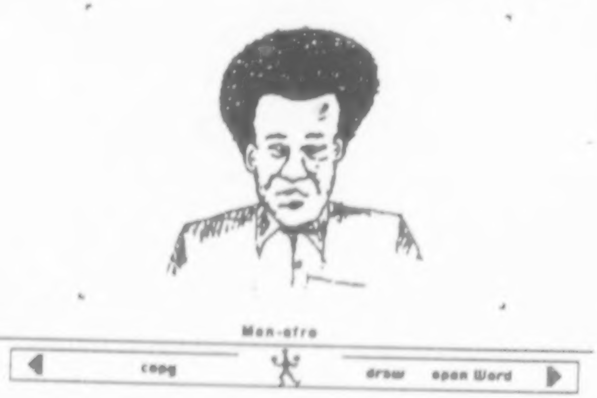


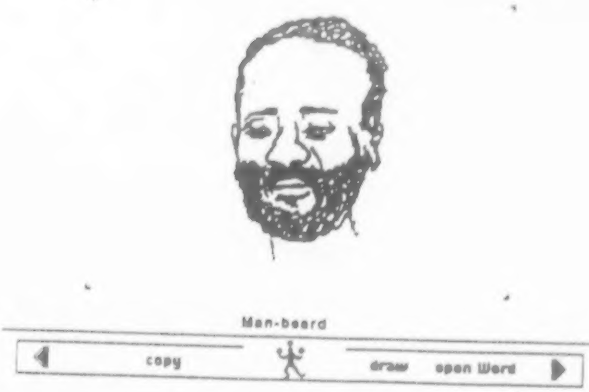
Man-3/4

copy
draw
open Word



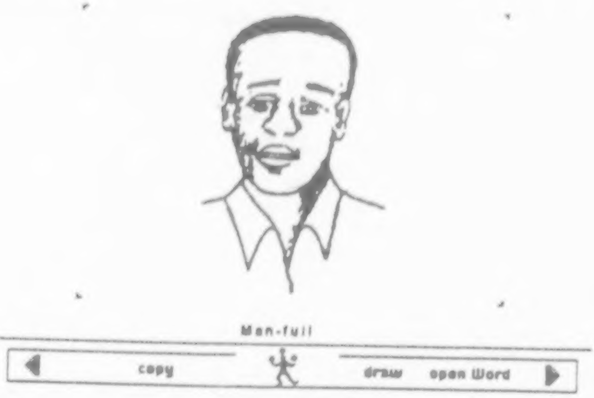
Man-afro

copy
draw
open Word



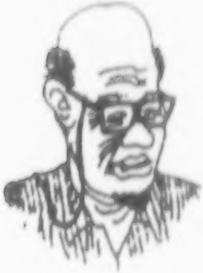
Man-beard

copy
draw
open Word



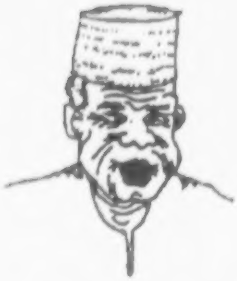
Man-full

copy
draw
open Word



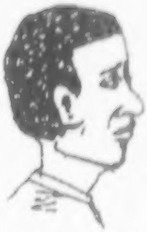
Man-glasses

copy
draw
open Word



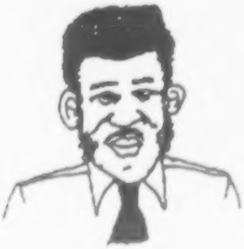
Man-old with hat

copy
draw
open Word



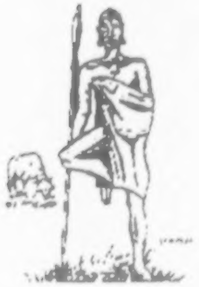
Man-profile

copy
draw
open Word



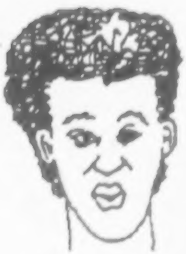
Man-sideburns

copy
draw
open Word



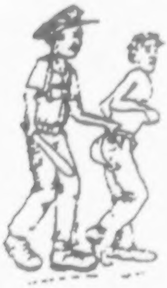
Man-spear

copy
draw
open Word



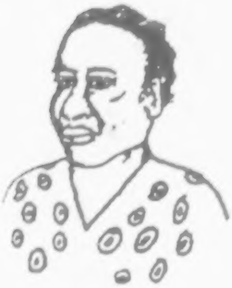
Man-young

copy
draw
open Word



Policeman escorting man

copy
draw
open Word



Woman-3/4

copy
draw
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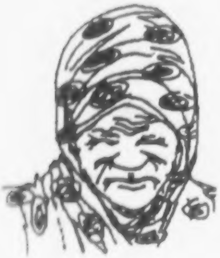
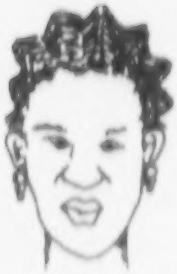


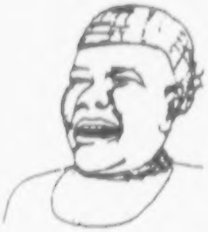
Women-old

◀ copy draw open Word ▶



Women-rows

◀ copy draw open Word ▶



Women-speak

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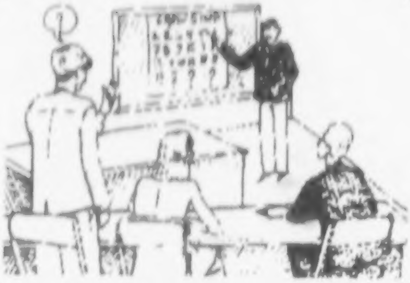
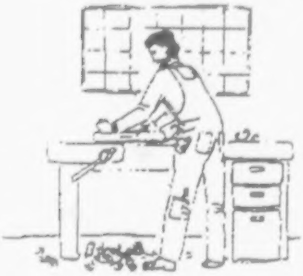


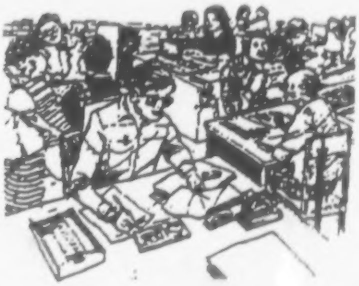
Asking question

◀ copy draw open Word ▶



Carpenter

◀ copy draw open Word ▶



Clerk at work

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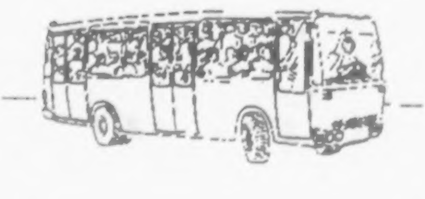

Going to work

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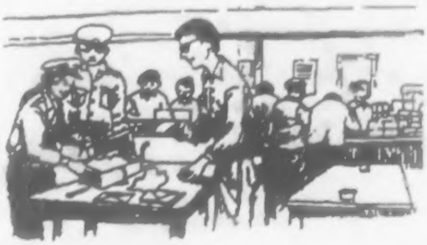

In custome office

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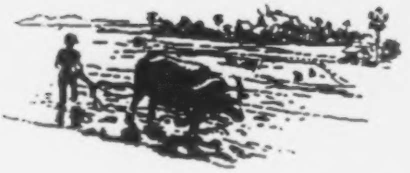
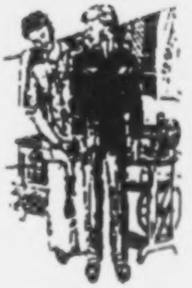


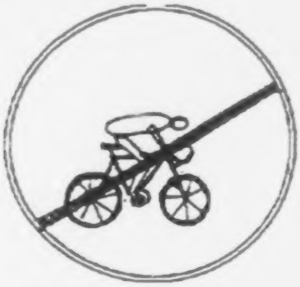
Plowman at work

copy
draw
open Word



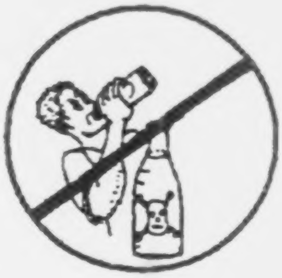
Tailor at work

copy
draw
open Word



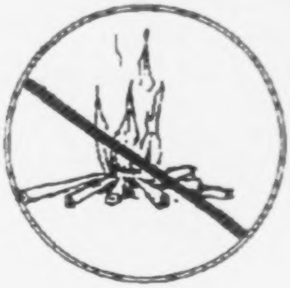
No-bike

copy
draw
open Word



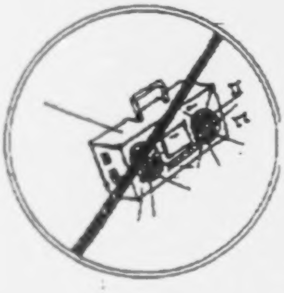
No-drink

copy
draw
open Word



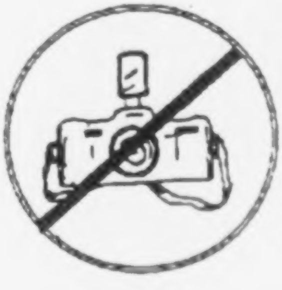
No-fire

copy
draw
open Word



No-music

copy
draw
open Word



No-photo

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draw
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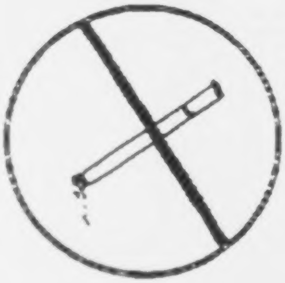
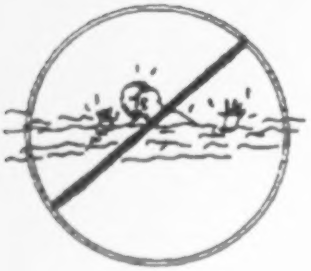


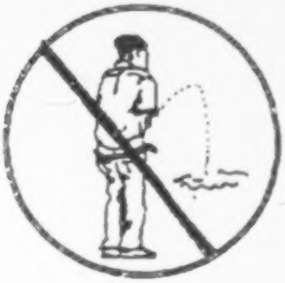
No-smoking

copy
draw
open Word



No-swim

copy
draw
open Word



No-urinating

copy
draw
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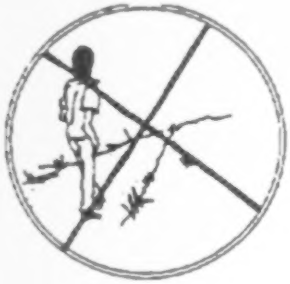
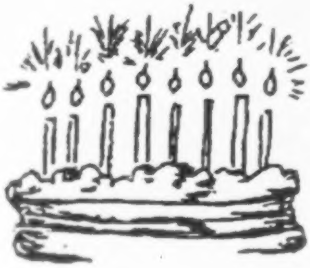


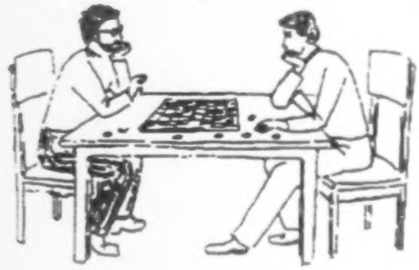
No-walk

copy
draw
open Word



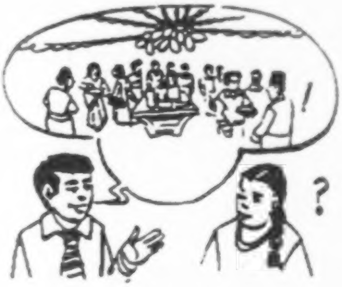
Birthday

copy
draw
open Word



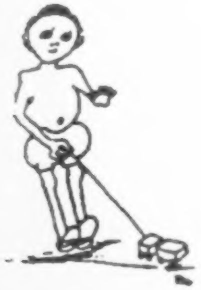
Checkers

copy
draw
open Word



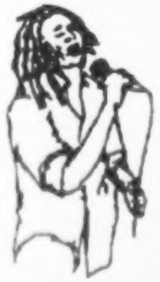
Man and woman-about party

?
copy
draw
open Word



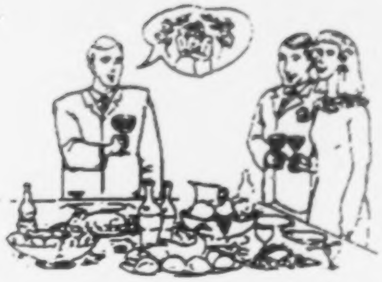
Play-pull toy

copy
draw
open Word



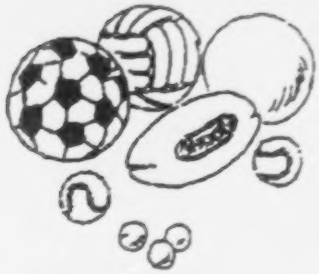
Singer-Reggae

copy
draw
open Word



Toast-making at wedding

◀ copy draw open Word ▶



Various balls

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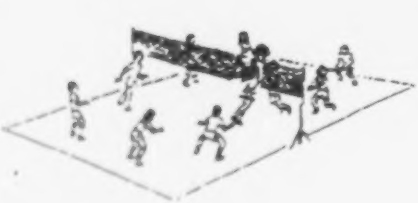

Volleyball

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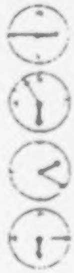

Clock dials

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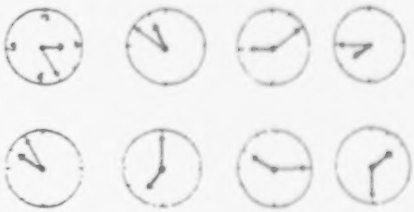

Clock dials 2

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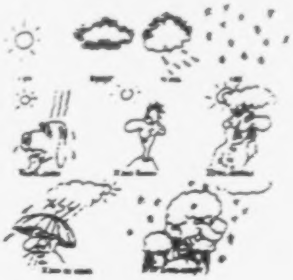

Talking about weather 2

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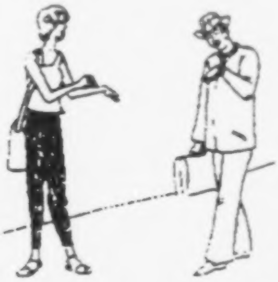

Telling the time

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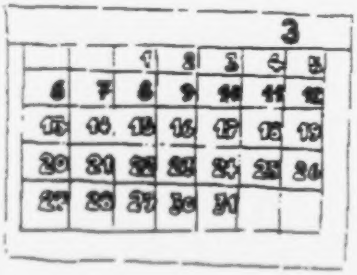

Week

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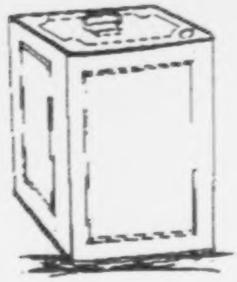

Can-large

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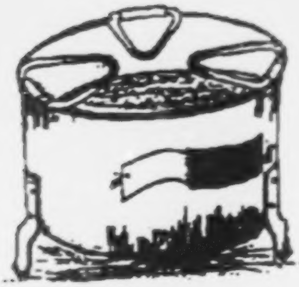

Cooker-grill

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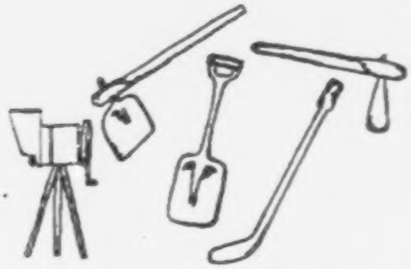
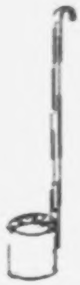


Hoe, spade, etc.

◀ copy draw open Word ▶



Ladle-long

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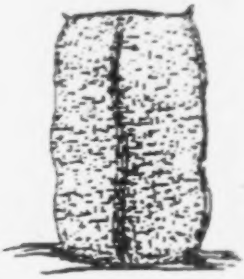

Sack

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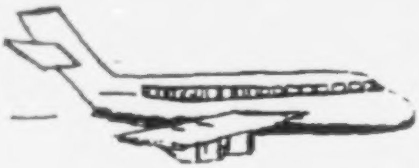

Airplane 1

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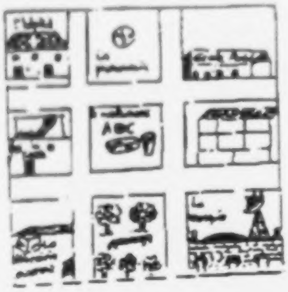
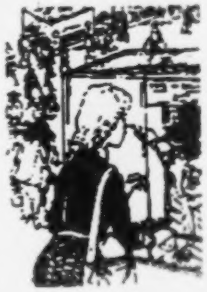


Buildings in a city

◀ copy draw open Word ▶



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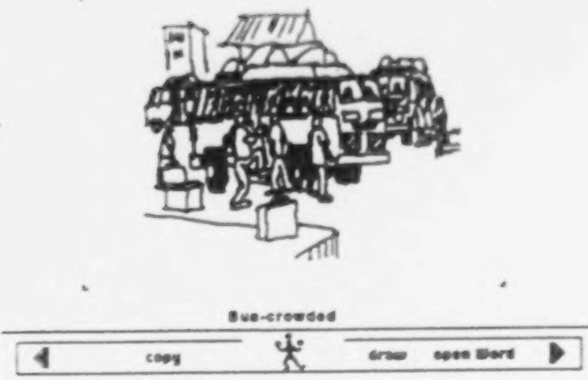
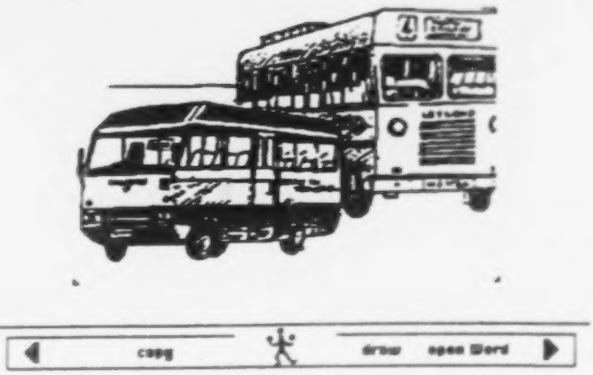

Bus-crowded
copy
draw
open Word


copy
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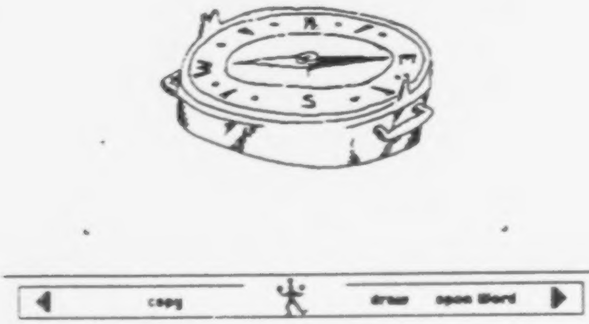
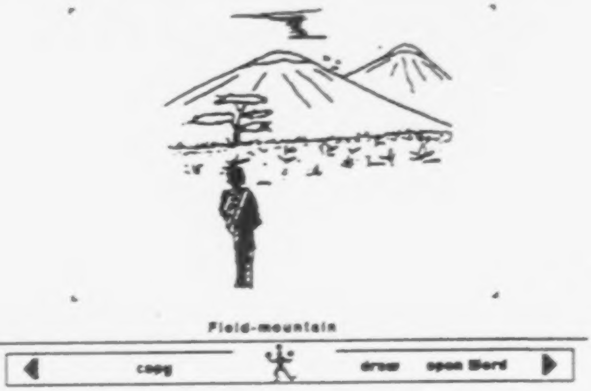
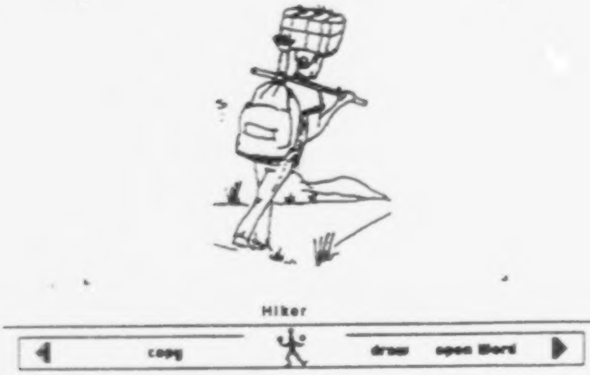
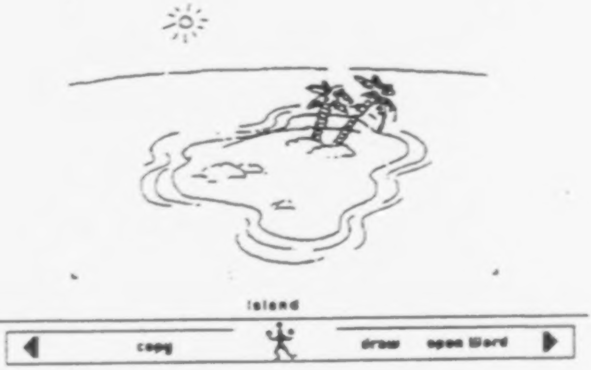
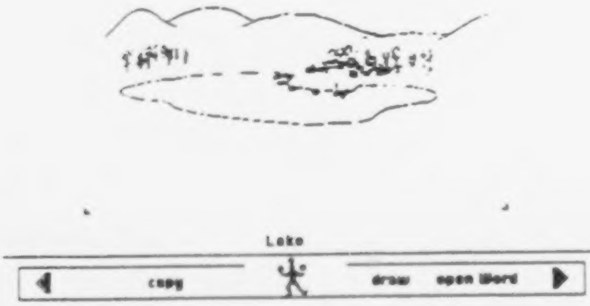
open Word

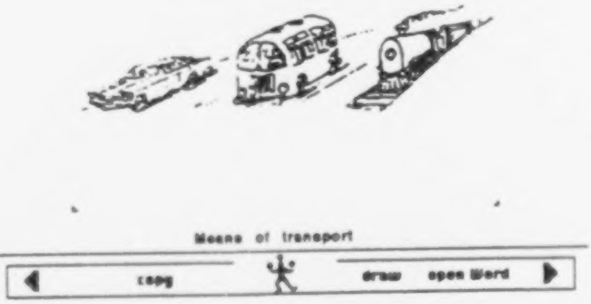

N
E
S
W
copy
draw
open Word

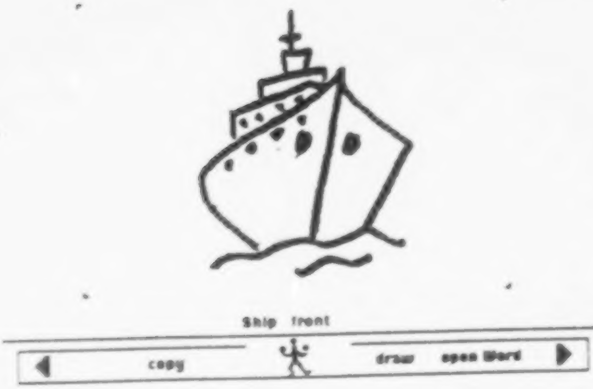

Field-mountain
copy
draw
open Word

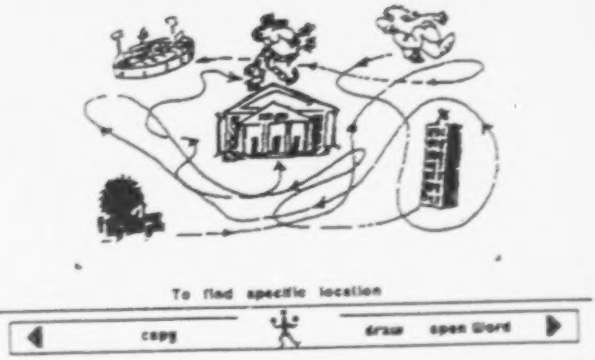

Hiker
copy
draw
open Word

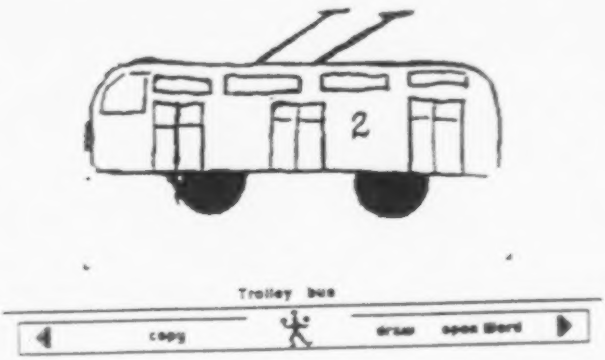

Island
copy
draw
open Word


Lake
copy
draw
open Word


Means of transport
copy
draw
open Word


Ship front
copy
draw
open Word


To find specific location
copy
draw
open Word


Trolley bus
2
copy
draw
open Word